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ABSTRACT

This curriculum guide provides 15 blocks/credits of instruction for a food services program. The program for grades 10-12 is designed to provide students with the foundation for a successful and safety-conscious career in the field of food services. Each of the three courses--Food Services 103, 203, and 303--consists of four blocks of one credit each. Introductory materials include an overview and lists of goals and objectives. Each block consists of a general objective and a chart that correlates topics and objectives with teacher' notes and suggested activities and references and support materials. The blocks cover introduction and orientation; basic baking and pantry work; cooking methods and techniques; introduction to stocks, soups, sauces; introduction to management; vegetable cookery, appetizers, garnishes; introduction to meats; breakfast cookery, beverages, and projects; meats, poultry, fish; buffet work; kitchen management; baking and desserts; ethnic cooking; vocational practicum (work experience); and special applications. A bibliography of 22 columns is also provided, listing textbooks, reference books, professional books, periodicals, Manitoba law statutes, and audiovisual materials. (YLB)

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Manitoba Education

1984

food services 103,203,303

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This guide replaces the interim curriculum guide for Vocational Industrial Commercial Foods 103, 203, 303 issued in 1976. Developed as part of the overall revision of Vocational Industrial programs for Manitoba secondary schools, it is based on recommendations included in the Vocational Area Task Force Report of 1978 as well as on suggestions from secondary school and community college teachers, and representatives from industry. Food Services 103, 203, 303 (1984) becomes the provincial guide for food services effective September 1984.

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overview

RATIONALE

As part of the Vocational Industrial program, Food Services 103, 203, 303 is designed to provide students with the foundation for a successful and safety-conscious career in the field of food services. It introduces and provides opportunities for skill development in tool and equipment operation; baking, pantry, and buffet work; dessert, meat, fish, vegetable and breakfast cookery; laboratory and kitchen management; and work experience. Student attainment of industry-level standards is emphasized in support of career success and personal satisfaction.

Students with an avocational interest in food services can attain self-development and expression by taking one or more non-sequential program blocks as optional credits to meet high school requirements.

PROGRAM PATTERN

Food Services consists of fifteen credits (blocks), ten to twelve of which comprise 50% of the education of students specializing in the program. A maximum of four credits is available for each of Food Services 103, 203, 303, on the recommendation that two credits be taken each semester from grade 10 to 12.

NOTE: Blocks 1-10 cover core material; blocks 11-15 are optional, preparing students for either employment or post-secondary education. Of blocks 11-15, students may elect only two for use in their vocational program.

TIME ALLOTMENT

Each of Food Services 103, 203, 303 consists of four blocks of one credit each, with a credit being defined as a minimum of 110 hours of instruction.

SUGGESTED ACTIVITIES

The suggested activities and notes are designed to help students achieve objectives. These experiences help students to acquire knowledge, learn skills, evaluate attitudes and values, and develop understanding and appreciation of topics and objectives. Teachers and students should add to and update these learning activities continually.

SPECIAL NEEDS

Both gifted students and those with special handicaps may benefit from the study of Food Services. The decision to provide program streams or individual credits rests with the school. To the extent that such offerings require the mastery of course objectives, these studies can provide learning experiences valuable to special needs students' success in a wide range of vocational opportunities related to food services.

EVALUATION

Food Services credits emphasize both the practical aspects of skill mastery and the principles associated

with theories in preparing food. Evaluation should address both of these learning domains and should be based on curriculum objectives. Periodic tests can serve to measure achievement so that the required sequence of skill development is monitored.

Because of the wide variety of offerings and emphases in the program, student achievement may be assessed on an individual basis, focusing on the areas which correspond to student interest and aptitude. In each case, however, the standards common to the business sector provide a valid and reliable measure of the extent to which objectives should be met. Generally, in vocational industrial courses, 60% of the final mark is assigned for practical work and 40% for theoretical knowledge.

INTEGRATION OF INFORMATION AND SKILLS

It is recommended that teachers of Food Services 103, 203, 303 emphasize vocabulary study, safety, career information, kitchen organization, and management procedures throughout the program pattern. To this end, these topics are woven into each block.

ROLE OF TEXTBOOKS AND SUPPORT MATERIALS

Food Services 103, 203, 303 should be flexible in scope and approach; teachers are encouraged to plan blocks in the program pattern using this guide as a framework which can be enriched and modified according to student need. Since no one textbook addresses all blocks at a level suitable to all students, teachers must be aware of a variety of resources to which they have access, including methodological approaches and sources of projects, exercises and enrichment activities. The suggested resources should be continually updated and expanded.

goals and objectives

In general, the goals for all vocational industrial programs in secondary schools are similar. Differences among program patterns may occur in the emphasis placed upon the following:

- general objectives and/or more specific objectives;
- recognition of vocational and avocational goals;
- requisites for high school graduation, employment, and post-secondary education;
- scope and sequence of the program pattern;
- selection of the blocks and the content of the blocks comprising the program pattern;
- maturity, abilities, and expectations of the students;
- laboratory facilities and equipment for the program pattern.

GENERAL OBJECTIVES FOR FOOD SERVICES 103, 203, 303

1. To familiarize students with the Food Services program; with the historical development, employment opportunities, and ethics of the Food Services industry; with safety, laboratory organization, sanitation and personal hygiene; and with tools and equipment, measurement and recipes, and basic dining room procedures.

2. To introduce students to basic baking and pantry work applicable to yeast products, pies and pastries, desserts, sandwich and salad preparation, salad dressings, and uses of cheeses.

3. To introduce students to the relationship among cooking methods, foods and cutting procedures, and to the procedures for dry heat, moist heat, and microwave cookery.

4. To familiarize students with classifications, standards, ingredients, and procedures for preparation of stocks, soups, and sauces.

5. To introduce students to basic management procedures related to operational areas of the laboratory, menu planning, cashiering, and dining room services.

6. To provide students with opportunities to develop knowledge and skill related to vegetable cookery and preparation of appetizers and garnishes.

7. To introduce students to standards, grades, and basic specifications of meats in relation to purchasing, storing, and cooking procedures; and to develop basic techniques in preparation, cookery, and serving of beef, pork, lamb, mutton, poultry, and seafood.

8. To provide students with opportunities to develop knowledge and skill related to breakfast cookery, including preparing and serving beverages, and to special techniques for food services projects.

9. To review concepts and skills from Block VII, "Introduction to Meats," and to introduce students to advanced procedures and techniques for cooking and serving meats, poultry, and fish.

10. To develop industry-level standards in students by expanding their knowledge and skill related to layout, tools, and utensils for the planning, preparation, and serving of buffets.

11. To provide students with opportunities to practice procedures related to control methods, purchasing, recipes, food costing, and nutritional menus, and to develop human relations skills and laboratory layout skills.

12. To review concepts and skills from Block II, "Basic Baking and Pantry Work," and to introduce students to advanced procedures and techniques related to baking and desserts.

13. To provide students with opportunities to develop knowledge and appreciation of ethnic cookery, as well as to develop skill in preparing and serving various ethnic foods.

14. To give students opportunities to appreciate in-school experiences in relation to job situations, and to attain industry-level standards by participating in work experience program.

15. To provide students with opportunities to perfect skills, acquire in-depth knowledge, and develop advanced skills through practice, study and research and through participation in special applications.

OBJECTIVES FOR FOOD SERVICES 103, 203, 303

I. Introduction and Orientation (C)

The student should be able to:

- collect information about the Food Services program;
- recognize the relationship between career and employment opportunities in the Food Services program;
- trace the historical development of the food services trade;
- list different types of food services operations;
- identify the careers currently associated with the food services trade;
- locate information about various occupations available in the food services industry and the entry requirements;
- discuss employment opportunities in the food services trade;
- develop an understanding of employment law relevant to the food services trade;
- understand the importance of ethics in the food services trade;
- demonstrate ethical conduct in the school and the food services laboratory;
- list the requirements of a pleasing personality;
- recognize the importance of a neat personal appearance;
- explain a worker's responsibility to the food services trade, to fellow workers, and to his- or herself;
- demonstrate knowledge of the routine of the food services laboratory;
- describe procedures to be followed in the food services laboratory;
- operate and clean hazardous and less hazardous equipment and use hand tools correctly;
- recognize the significance of sanitation and personal hygiene;
- list standards for safeguarding food;

- state the cause of foodborne illnesses;
- demonstrate responsibility for developing safety habits;
- identify the types of tools and equipment used in the food services laboratory;
- use tools and equipment correctly;
- develop an understanding of the importance of weights and measures;
- convert imperial measured recipes to metric;
- outline and use procedures related to recipes;
- plan, prepare, and serve nutritionally and aesthetically satisfying meals;
- demonstrate ability to accomplish basic dining room procedures;
- develop an understanding of basic cashiering and hostessing procedures.

II. Basic Baking and Pantry Work (C)

The student should be able to:

- identify and use bake shop tools and equipment;
- understand the importance of efficient maintenance;
- recognize and understand the purpose of the main ingredients used in the preparation of baking goods;
- arrange for the proper storage of supplies to maintain a high level of sanitation;
- produce simple yeast products, basic pies and pastries, and desserts;
- understand the multiple techniques of sandwich preparation;
- prepare the different types of fillings;
- recognize and use the essential elements in presenting quality sandwiches;
- identify common types of salads;
- identify the parts of a salad;

- use the techniques of salad preparation;
- identify the three basic types of dressings;
- prepare and use the basic types of salad dressings;
- understand the importance of cheese to the food service industry;
- differentiate between and explain the uses of domestic and imported cheeses in pantry work and food preparation;
- use cheeses in food preparation.

III. Cooking Methods and Techniques (C)

The student should be able to:

- identify the major methods and techniques applied in the cooking process;
- explain the relationship of time to the major cooking methods;
- identify the various methods used in dry heat cookery;
- explain the procedures applied in dry heat cookery;
- use procedures for dry heat cookery;
- identify the various methods used in moist heat cookery;
- explain the procedures applied in moist heat cookery;
- prepare foods using various moist heat cookery methods;
- develop an understanding of the principles of microwave cooking;
- demonstrate the ability to apply the principles of microwave cooking;
- select appropriate cooking methods for various foods;
- develop an understanding of components related to preparation of appealing and apetizing foods;

- identify the common types of cutting procedures;
- demonstrate the ability to prepare common cuts for various cooking methods.

IV. Introduction to Stocks, Soups, and Sauces (C)

The student should be able to:

- recognize the importance of stocks;
- identify three common types of stocks used in a kitchen operation;
- list and describe standards for stocks;
- demonstrate ability to prepare common stocks;
- explain how to handle and store stocks;
- identify classifications of soups;
- describe functions of soup ingredients;
- recognize the significance of standards for quality soups;
- demonstrate the ability to prepare various soups;
- recognize the importance of sauces;
- identify classifications of sauces;
- explain purposes of sauces;
- prepare and evaluate the five mother sauces;
- match mother sauces to foods.

V. Introduction to Management (C)

The student should be able to:

- identify the three basic operational areas for a food services establishment;
- explain the purpose of each area;
- list management activities related to food services areas;
- identify the four major types of menus;
- recognize the significance of the goals and guidelines for menu planning and the rules for menu format;
- explain the factors to consider when planning a menu and the methods for giving a menu variety;
- assess prepared menus in relation to goals of planning, format rules, planning guidelines, and variety;
- develop an understanding of the proper attitude and appearance for cashiering;
- list the responsibilities of a cashier;
- demonstrate ability to write and add a guest cheque and take cash;
- arrange various table settings;
- identify all major equipment and utensils used in a dining room environment;
- explain five major types of dining room service and their advantages and disadvantages;
- demonstrate the ability to organize each type of dining room service.

VI. Vegetable Cookery, Appetizers, Garnishes (C)

The student should be able to:

- identify market forms of vegetables;
- explain and use methods of preparing market forms of vegetables for cookery;
- categorize vegetables according to major classifications;
- demonstrate the proper techniques for cooking and serving vegetables;
- store and handle vegetable products effectively;
- list the sequential steps for rice cookery;
- demonstrate ability to prepare various rice dishes;

- describe various market forms and classifications of potatoes;
- apply the basic methods of cooking to various market forms and classifications of potatoes;
- identify the major categories of appetizers;
- create a variety of appetizers, covering all categories;
- select and prepare appetizing and eye-appealing garnishes for appetizers.

VII. Introduction to Meats (C)

The student should be able to:

- list Canadian grades and standards pertinent to beef;
- identify primal and wholesale cuts of beef;
- define major terms used in meat specifications;
- develop an understanding of the basic meat specifications for purchasing procedures;
- explain methods of boning, cutting, and tying meat;
- list methods of storing and aging beef;
- define methods of beef cookery;
- prepare and serve beef dishes, using common cooking procedures;
- distinguish between dry and moist cookery;
- list Canadian grades and standards pertinent to veal, pork, lamb, and mutton;
- identify primal and wholesale cuts of veal, pork, lamb, and mutton;
- list methods of storing and aging veal, pork, lamb, and mutton;
- identify meat specification terms and procedures applicable to choosing veal, pork, lamb, and mutton products;

- prepare and serve various veal, pork, lamb, and mutton dishes;
- list purchasable forms of poultry and game birds;
- identify the classifications of poultry and their grades and standards;
- develop an understanding of the proper procedures for purchasing and storing poultry;
- cut, bone, and prepare poultry for cooking;
- prepare and serve various types of poultry;
- name the three classifications of fin fish and examples of each;
- explain the techniques used when grading and standardizing fin fish;
- differentiate between fresh and salt water fish;
- list methods of storing and describe the effects of freezing and storing fish;
- develop an understanding of procedures used when selecting, purchasing, and handling fish;
- skin, fillet, and cut fish according to accepted procedures;
- use procedures for cooking and serving fish;
- select from a list the proper garnishes and sauces to accompany fish;
- name the two classifications of shellfish;
- identify the various market forms of shellfish;
- explain techniques used for grading and standardizing shellfish;
- demonstrate an understanding of shellfish storage;
- identify procedures applicable to purchasing shellfish;
- clean and prepare shrimps for cooking;
- cook and serve shellfish.

VIII. Breakfast Cookery, Beverages, Projects (C)

The student should be able to:

- identify foods featured during breakfast hours and list unique features of breakfast service;
- explain and apply methods for preparing and serving breakfast foods;
- identify and define various types of beverages;
- prepare and serve beverages;
- create a showpiece to be used for culinary competitions;
- function efficiently and gainfully in a food services operation in the community;
- research and report on special topics;
- develop an understanding of camp cooking;
- plan and organize an outdoor cooking event.

IX. Meats, Poultry, Fish (C)

The student should be able to:

- apply the concepts and use the skills related to veal, pork, lamb, and mutton cookery introduced in Block VII, "Introduction to Meats";
- recognize the significance of the principles applied in meat cookery;
- develop an understanding of the procedures for marinating and curing meats;
- prepare and cook sauerbraten;
- develop an appreciation of the finer procedural techniques for cooking beef, veal, pork, lamb, and variety meats and use these techniques;
- apply the concepts and use the skills related to poultry cookery introduced in Block VII, "Introduction to Meats";
- recognize the significance of the principles applied in poultry cookery;
- use the finer procedural techniques for cooking poultry;
- apply the concepts and use the skills related to fin fish and shellfish cookery introduced in Block VII, "Introduction to Meats";
- recognize the importance of the principles applied in fish cookery;
- use the finer procedural techniques for cooking seafood.

X. Buffet Work (C)

The student should be able to:

- explain theories related to buffet service introduced in Block V, "Introduction to Management";
- prepare a list of primary points that must be observed when displaying a buffet;
- demonstrate knowledge of various table arrangements and describe procedures relevant to planning a buffet;
- list the major components used in the makeup of a buffet;
- identify hand tools and utensils and their uses in buffet work;
- use various types of knives, special tools, and cutters;
- list and prepare a variety of dishes for a hot buffet;
- list and prepare a variety of dishes for a cold buffet;
- list and prepare a variety of dishes for a hot and cold buffet;
- list and prepare a variety of dishes for an ethnic buffet;
- demonstrate knowledge related to the use of food items for decoration;

- apply decorating procedures;
- demonstrate the ability to work with chaud-froid and understand its various applications;
- demonstrate the ability to work with aspic and understand its various applications;
- develop an understanding of the applications for sculptures and of the procedures for creating them;
- demonstrate ability to prepare and serve a buffet in cooperation with fellow students.

XI. Kitchen Management (O)

The student should be able to:

- maintain food services records for one week;
- demonstrate the ability to receive and handle delivery invoices;
- estimate current market prices of commonly used food items;
- explain various inventory systems and the requirements of each;
- explain the significance of the ethics of purchasing;
- identify types of purchasing;
- explain how to purchase foods and identify the most common pack sizes;
- complete purchasing charts on amounts needed and ordered;
- select from a list the contents of a standard recipe and arrange in order the steps for following a recipe;
- complete a chart for temperature guides and convert weights and measures;
- name the commonly accepted substitutions for missing ingredients when preparing a recipe;
- calculate the cost of a recipe;
- define the terms unit costing and standard costing;
- select and define terms relevant to recipe costing;
- describe the importance of nutrition in menu planning and the nutritional responsibilities of the menu planner;
- write nutritionally sound breakfast, lunch, dinner, and à la carte menus;
- identify the basic operational areas in a commercial kitchen;
- explain the purpose of each operational area;
- develop an understanding of the basic principles of design and layout for operational areas;
- list guides for getting along with employers, fellow employees, and the public;
- recognize the significance of human relations and good attitudes in job situations.

XII. Baking and Desserts (O)

The student should be able to:

- apply concepts and skills from Block II, "Basic Baking and Pantry Work";
- categorize the major goods produced by a bakery and give examples of each;
- list and define terms associated with bread production;
- use sequential procedures to produce yeast bread;
- perform sequential steps in preparing quick breads;
- prepare muffins;
- prepare biscuits and corn breads;
- identify ingredients for pie crusts;
- prepare pie crust;
- describe qualities of fillings for pies and turnovers;

- use sequential procedures to prepare and fill pies and turnovers for baking;
- prepare cream puffs and eclairs;
- identify types of cakes, cookies, and icings;
- prepare cakes, cookies, and icings according to various methods;
- list the major types of desserts and identify methods for their preparation;
- demonstrate the ability to prepare a variety of desserts from the four major classifications.

XIII. Ethnic Cooking (O)

The student should be able to:

- recognize the different types of preparation involved in ethnic cookery;
- demonstrate the ability to prepare various ethnic dishes encompassing several nationalities;
- recognize the proper serving procedures for a variety of ethnic dishes;
- serve ethnic dishes.

XIV. Work Experience (O)

The student should be able to:

- develop human relations skills by working with people;
- gain a feeling of importance as a result of achievement;
- identify and explain factors pertinent to selection of a training station;
- apply in-school experiences to on-the-job situations;
- apply job experiences to in-school situations;
- recognize the significance of evaluation and follow up for a work experience program.

XV. Special Applications (O)

The students and instructor in the Food Services program are to prepare the objectives for this block based upon references and local resources.

block i: introduction and orientation

BLOCK I: INTRODUCTION AND ORIENTATION (C)

GENERAL OBJECTIVE: To familiarize students with the Food Services program; with the historical development, employment opportunities, and ethics of the Food Services industry; with safety, laboratory organization, sanitation, and personal hygiene; and with tools and equipment, measurement and recipes, and basic dining room procedures.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
INTRODUCTION TO FOOD SERVICES		
	Integrate and emphasize this section throughout Food Services 103, 203, 303.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section A, Units I-IV
	Outline and discuss the content of the Food Services program. Prepare posters, transparencies, and/or slides for use during the discussion. Have students develop bulletin board displays about food services careers and restaurant menus in the local community.	Posters/transparencies/slides
A. PROGRAM ORIENTATION		
The student should be able to:		
1. collect information about the Food Services program;	Have students gather information to prepare papers describing the Food Services program.	Administrative Handbook for Manitoba Schools, Manitoba Department of Education Food Services 103, 203, 303, Manitoba Department of Education

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishing, Chapter 1 School/Student Handbook Newspaper advertisements The Canadian Classification and Dictionary of Occupations, Department of Employment and Immigration
2. recognize the relationship between career and employment opportunities and the Food Services program.	Describe the relationship between the high school Food Services program and post-secondary programs. Have students prepare several types of career ladders pertinent to food services. Encourage them to prepare researched reports or displays about employment opportunities and statistics related to the food services industry.	
B. HISTORICAL DEVELOPMENT AND CAREER OPPORTUNITIES		
	Have students maintain a an ongoing notegook project, including the following: illustrations, menus, articles from periodicals and newspapers, and handouts. Discuss the purposes of maintaining a well-organized notebook.	PURPOSE OF NOTEBOOK PROJECT 1. To provide a record of learning and progress 2. To develop a storehouse of reference information
The student should be able to:		
1. trace the historical development of the food services trade;	Discuss the historical development of the food services industry, beginning with its rise in Europe. Point out reasons for its growth and future development.	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. List different types of food services operations;	Introduce information and activities related to post-secondary education and employment opportunities in the food services industry; integrate this information and these activities throughout the food services program. Have students prepare a chart identifying different food services operations in the community.	Yellow pages of telephone directories Newspapers
3. Identify the careers currently associated with the food services trade;	Discuss and have students prepare research-ed lists of food services occupations. Invite guest speakers, including former students, to speak to the class about food services careers.	Career sections of daily newspapers The Canadian Classification and Dictionary of Occupations, Department of Employment and Immigration Training Manual for Canadian Classification and Dictionary of Occupations, Department of Employment and Immigration Career Ladder in Food Service Industry, Hospitality Education Career (transparency masters), Food Service: Production and Service, Mid-American Vocational Curriculum Consortium, Section A, Unit 1 Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 1

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
4. Locate information about various occupations available in the food services industry and the entry requirements;	Encourage students to read about various food services occupations. Have students design and use an interview form to obtain information about food services careers.	Posters and bulletin board displays Interview forms
5. Discuss employment opportunities in the food services trade;	Identify employment opportunities on a local, regional, and national basis. Point out that in small operations some of the jobs can be combined.	The Canadian Classification and Dictionary of Occupations, Department of Employment and Immigration
6. Develop an understanding of employment law relevant to the food services trade.	Discuss the following: getting the job; the relationship of employer and employee; employment contracts; and on-the-job duties and responsibilities. Have students complete application forms.	Employment Law, Practical Legal Skills: Employment Rights and Responsibilities, Public Legal Educational Activities, Library, Manitoba Department of Education If You Don't Know Where You Are Going, You'll Probably End Up Somewhere Else, Argus Communications Applying for a Job (16 mm colour film), Library, Manitoba Department of Education

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
C. ETHICS AND ATTITUDES **The student should be able to:**		
1. understand the importance of ethics in the food services trade;	Discuss ethical conduct related to the hospitality industry. Explain the need to respect and care for the property of others.	All About Law, John Wiley, pp. 222-233 Canadian Law, McGraw-Hill Ryerson, pp. 270-286
2. demonstrate ethical conduct in the school and the food services laboratory;	Encourage students to demonstrate ethical conduct through manners, cheerfulness, and punctuality in the school and the food services laboratory.	Careers and Attitudes (16 mm colour film), Library, Manitoba Department of Education
3. list the requirements of a pleasing personality;	Discuss the importance of a pleasing personality in relation to the service industry in general and the hospitality industry in particular. Explain and use case studies to illustrate how speech, behaviour, and manners indicate personality.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section A, Unit II
4. recognize the importance of a neat personal appearance;	Discuss the basics of appropriate clothing and grooming. Explain that white uniforms and head covers are needed to assure hygiene and safety.	BASICS OF GOOD GROOMING 1. Care of clothing 2. Care of feet 3. Care of skin and hair 4. Care of nails and hands

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section A, Unit III Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 2
5. explain a workers' responsibility to the food services trade, to fellow workers, and to his- or herself.	Observe student behaviour and appearance. Explain the importance of reporting to work on time and of adhering to a schedule so that jobs are completed. Emphasize the need for teamwork.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section A, Unit IV
D. SAFETY AND WORKING ENVIRONMENT		
	Outline duties related to laboratory routines and have students research and report on these.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 34-39
1. demonstrate knowledge of the routine of the food services laboratory;	Take students on a tour of the food services area and emphasize the importance of safety, cleanliness, and organization in the laboratory. Encourage students to study the safety charts, posters, and signs placed around the laboratory. Have them locate fire extinguishers, first-aid kits, telephone, and fire exits. Have them discuss films related to routine in the food services laboratory.	Food service laboratory Student work stations Cafeteria Service (16 mm colour film, video cassette, study guide, instructor's guide), National Educational Media

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. describe procedures to be followed in the food services laboratory;	Have students analyze procedures to increase efficiency and safety. Explain the importance of the daily laboratory cleanup which students do. Prepare a set of slides with a cassette commentary describing laboratory procedures, and have students view and discuss relevant films.	Bulletin board display of well-kept work stations in a food services laboratory Kitchen Safety: Preventing Falls, Kitchen Safety: Preventing Burns, Kitchen Safety: Preventing Machine Injuries, Kitchen Safety: Preventing Cuts and Strains, Kitchen Safety: Preventing Fires (16 mm colour films, video cassettes, study guide, instructor's guide), National Educational Media
3. operate and clean hazardous and less hazardous equipment and use hand tools correctly.	Demonstrate the correct use of knives and discuss their maintenance and care. Have students identify and use various types of knives. Have them give reasons for safety precautions related to knives. Show the purpose and use of various types of power equipment by having students view demonstrations and films. Give them considerable practice in using power equipment before allowing them to use it on a full-time basis. Make students aware of the injuries that can result from careless and improper practices.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section B, Units I-II Receiving and Storing; Mr. Dish Machine Operator (16 mm colour films, videocassettes, study guide, instructor's guide), National Educational Media Kitchen Knives, Safe and Efficient Use (16 mm colour film), Library, Manitoba Department of Education

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
E. SANITATION AND PERSONAL HYGIENE The student should be able to:		
1. recognize the significance of sanitation and personal hygiene;	Emphasize the importance of daily personal hygiene such as taking baths or showers, wearing proper uniforms, and treating open sores immediately. Have students study and apply The Sanitation Code for Canada's Food Service Industry. Point out the difference between sanitation and personal hygiene and how and why both must be practiced constantly in food services. Have students apply suggestions in the personal grooming check list, the personal hygiene safety list, and sanitation rules.	The Sanitation Code for Canada's Food Service Industry, Canadian Restaurant Association Sanitation: Rodent and Insect Control, Sanitation: Rules Make Sense, Sanitation: Why All the Fuss? (16 mm colour films, video cassettes, study guide, instructor's guide), National Education Media Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section D, Units I-II Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 2
2. list standards for safeguarding food;	Discuss food handling and storage and list common potentially hazardous foods. Have students prepare research reports on causes of food poisoning. Ask them to prepare a list of refrigerator and freezer storage regulations. Arrange for a visit to a commercial food services operation so that students may complete a chart on food hand-	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section D, Unit III MAIN CAUSES OF FOOD POISONING 1. Yeast contamination 2. Bacterial poisoning 3. Mold

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	ling and storage. Contact Food Protection Branch, Environmental Control, for a guest speaker.	FOOD-BORNE DISEASES 1. Food poisoning 2. Trichinosis 3. Dysentery 4. Typhoid Fever 5. Diphtheria 6. Salmonellosis 7. Staphylococcus 8. Infectious Hepatitis 9. Common colds
3. state the cause of food-borne illnesses;	Introduce students to relevant terms and definitions. Differentiate between food poisoning and food infection. Acquaint students with the growth and prevention of disease-causing bacteria. Use case studies and newspaper articles to explain common food-borne illnesses and have students discuss preventive methods. Have them identify suspect foods on a buffet line. Ask the biology or chemistry teacher to demonstrate bacterial growth to the class, using petri dishes contaminated by a student's "dirty" hands.	Food Safety, It's All In Your Hands, Department of Health and Welfare Keeping Food Safe to Eat, Manitoba Department of Natural Resources Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section D, Unit IV Sanitation Sense (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media How Safe is Our Food, Additives in Our Food (series of transparencies, overlays, instructor's guide), AIM Educational Aids

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
4. demonstrate responsibility for developing safety habits.	Make students aware that they are responsible for safety and that safety in the laboratory means protecting oneself and others from possible injury and danger. Explain and demonstrate the A B C of safety: Always Be Careful! Remind students frequently about the need to be safety conscious by integrating safety instruction throughout the program.	The Workplace Safety and Health Act, Manitoba Statutes, Queen's Printer Safety/Health Guide for Industrial Arts, Vocational Industrial, Home Economics and Business Education, Manitoba Department of Education Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section C, Units I-III Safety Skills (colour filmstrip, cassette, guide, reproducible masters), Prentice-Hall Media
F. TOOLS AND EQUIPMENT		
	Integrate study of the use, care, and maintenance of tools and equipment throughout the program.	
The student should be able to:		
1. identify the types of tools and equipment used in the food services laboratory;	Show students the various types of tools and equipment used in the food services laboratory. Encourage them to read and view audio-visuals about tools and equipment, and to prepare identification charts.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 3

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		Knives, Tools, and Measuring Devices, Pots, Pans, and Other Cooking Equipment (colour filmstrips, cassettes, guide, reproducible masters), Prentice-Hall Media Utensils and Measures, Knives, Mixers and Cutters, Slicers, Servers, and Coffee Makers, Cooking Equipment (colour filmstrips, cassettes, guide), AIM Educational Aids
2. use tools and equipment correctly.	Discuss the importance of various tools and equipment to the efficient operation of the food services laboratory. Discuss the purpose and demonstrate the correct use of various types of tools and equipment. Give students considerable practice in identifying and using tools and equipment. Have them match tools and equipment to given situations. Stress the importance of learning safety rules thoroughly and of practicing them constantly to minimize risk of injury to the self and to others. Discuss and demonstrate the care and maintenance of tools and equipment.	BASIC HAND TOOLS 1. Cutting implements: boning knife, butcher knife, butcher's steel, clam knife, cleaver, French knife, ham slicer, hand meat saw, paring knife, pastry wheel, pie and cake knives, potato or vegetable peeler, oyster knife, roast beef slicer 2. Food handling implements: food tongs, hot cake or meat turner, kitchen fork, ladle, melon ball/ parisienne scoop, pierced kitchen spoon, plastic scraper, scraper or dough cutter, skimmer, slotted kitchen spoon, solid kitchen spoon, spatula or palette knife 3. Food preparation implements: box grater, china cap, colander, strainer, wire whips, hand meat tenderizer

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		4. Cooking utensils: bain-marie, bake pan, roasting pan, braiser, double boiler, frying or sauté pan, iron skillet, sauce pan, sauce pot, sheet pan, skewer, steel skillet, stock pot 5. Baking implements: bench brush, flour sifter, pastry bag, pastry brush, pastry tubes, peel, pie and cake marker, rolling pin 6. Measuring devices: spoons, measures, measuring cup set, scoop, cans 7. Stationary equipment: baker's scale, portion scale, deep fryer, mixing machines, food cutter/chopper, vertical cutter/mixer, slicing machine, convection ovens, microwave ovens, automatic coffee urns
	Acquaint students with tables or have them prepare tables giving abbreviations of measuring devices, equivalents of measures, scoop/dipper sizes and approximate weights and measures, and common can sizes and approximate weights and measures. Emphasize using a baker's scale for recipe success. Have students practice using the scale by weighing liquid and dry ingredients. Point out that stationary equipment is heavy, and is generally set in one definite place and seldom moved. Have students prepare reports on the uses of various kinds of stationary equipment.	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
G. MEASURES AND RECIPES The student should be able to:		
1. develop an understanding of the importance of weights and measures;	Point out that weighing involves measuring food by using scales and that measuring relates to determining quantity of food by volume. Emphasize these reasons for accurate weighing and measuring: . prevention of food waste; . control of quality.	
	Review the various types of measuring devices.	Food Services 103, 203, 303, Manitoba Department of Education, Block I, Section F, "Tools and Equipment"
	Have students complete a chart on equivalents of weights and measures for common foods and explain the difference among imperial, American, and metric measures.	Math Workbook, Food Service/Lodging, Cahners Publishing, p. 145 Metric Style Guide, Council of Ministers of Education Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 67-70
2. convert imperial measured recipes to metric;	Present a short history of the metric system and ask students to convert imperial measured recipes into metric measured recipes.	Math Principles for Food Service Occupations, Delmar Publishers, pp. 175-180

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Have students view and discuss films on metric measurements. Have students use a conversion table to convert basic foods and ingredients from measures to weights or from weights to measures.	Metrics for Measure, Moving to Metric, Metric Measurement I: Measurement and Why We Need Standard Measurement, Metric Measurement II: What Is the Metric System and How It Is Used, Metric System (16 mm colour films), Library, Manitoba Department of Education
3. outline and use procedures related to recipes;	Provide students with copies of standard recipes and have them locate the contents. Ask students to use these procedures for following standard recipes: a) read recipe through once carefully; b) review specific terms and definitions: . EP: edible portion weight, . AP: as purchased weight, . chop: to cut into pieces, . cut: to divide food into smaller pieces,	CONTENTS OF STANDARD RECIPE 1. Name of food being prepared 2. Amount of ingredients needed: weighed and measured 3. Utensils needed: preparation and serving 4. Clear directions 5. Cooking temperature 6. Cooking and preparation 7. Total number of servings 8. Size of servings 9. Number of servings per pan 10. Terms that are familiar Using Standardized Recipes (16 mm colour film), Library, Manitoba Department of Education Math Workbook, Food Service/Lodging, Cahners Publishing, pp. 126-134 Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 66-70

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	• dice: to cut into cubes, • julienne: to cut into strips, • mince: to cut into very small pieces, • sauté: to brown quickly in a small amount of fat, • yield: number of servings after preparation; c) check the number of portions being prepared and the number of portions on recipes; d) increase or decrease ingredients if necessary; e) re-check calculations; f) assemble and measure needed ingredients; g) collect needed utensils; h) follow directions as given on recipes; i) cook according to recipe.	Following Recipes (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media
	Have students discuss, research, and prepare temperature guide charts in Centigrade or Fahrenheit. Provide students with opportunities to practice converting weights and measures for various recipes.	TYPE OF HEAT 1. Very slow 2. Slow 3. Moderate 4. Hot 5. Very hot 6. Extremely hot
4. plan, prepare, and serve nutritionally and aesthetically satisfying meals.	Discuss the importance of nutrition in menu planning. Acquaint students with the basic four food plan and emphasize its relationship to maintaining basal metabolism.	BASIC FOUR FOOD GROUPS 1. Dairy or milk group 2. Meat group 3. Vegetable and fruit group 4. Bread and cereal group

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Have students study and view films of the basic four food plan and guidelines for nutritional menus; have them complete a chart on nutrients and their sources and prepare nutritionally sound menus for breakfast, lunch, and dinner that can be presented to the class for evaluation.	Understanding Food, John Wiley Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 28 Food Basics (series of transparencies, overlays, instructor's guide), AIM Educational Aids Snacking Garbage in Your Gut (16 mm colour film), Library, Manitoba Department of Education GUIDELINES FOR INCORPORATING NUTRITION IN MENUS 1. Use basic four food group as a guide 2. Use items which provide the highest nutritional value 3. Include foods that are low and high in fat content 4. Include a variety of preparation methods 5. Include dishes which contain a number of nutrients in an appetizing manner 6. Include a variety of fruits and vegetables, both raw and cooked

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
H. BASIC DINING ROOM PROCEDURES The student should be able to: 1. demonstrate ability to accomplish basic dining room procedures;	Have students define these terms relating to table service: station, side stand, sidework, menu, cover, and tray jack. Have students prepare researched comparison reports on the method, advantages, and disadvantages of each of these types of service American, buffet, French, banquet, Russian. Prepare transparency masters to show students table settings for common restaurant cover, complete breakfast cover, complete luncheon cover, dinner appetizer cover, dinner salad cover, and complete dinner cover. Have students identify the items used for each of the table settings. Ask students to participate in these teaching/learning activities: . listing basic rules for setting tables, . describing proper methods of bussing tables. Demonstrate and have students use the procedures for loading and handling a tray, for greeting customers, for taking and picking up orders, and for using arm service.	Gourmet Table Service - A Professional Guide, Ahrens Publishing Professional Restaurant Service, McGraw-Hill Ryerson Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section F, Units I-II and transparency masters Dining Room Safety, Presentation of Food and Beverage, Person to Person: Making Communication Work For You (16 mm colour films), Library, Manitoba Department of Education Table Setting, Bussing and Sidework, Taking and Serving an Order (colour filmstrips, cassettes, program guide, reproducible masters), Prentice-Hall

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. develop an understanding of basic cashiering and hostessing procedures.	Emphasize that both the dining room environment and personnel should present an immaculate appearance. Point out the importance of communication between staff and customer. Discuss and have students list these duties of a host/hostess: . welcoming the customer (with a smile!), . escorting the customer to a table, . distributing customers as evenly as possible in the dining room, . presenting the customer with a menu, . supervising the operation of the dining room, . offering a pleasant farewell to departing customers, . applying the art of suggestive selling, . supervising the cash register (where applicable). Demonstrate and give students opportunities to carry out the duties of a host/hostess, to write and add guest cheques, to take cash, and to balance a cash box or a cash register. Have students prepare bulletin board displays of various types of guest cheques.	Math Workbook, Food Service/Lodging, Cahners Publishing, pp. 146-157 Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section F, Unit III Math Principles for Food Service Occupations, Delmar Publishing, pp. 97-121 The Professional Host, C.B.I. Publishing Company

block ii: basic baking and pantry work

BLOCK II: BASIC BAKING AND PANTRY WORK (C)

GENERAL OBJECTIVES: To introduce students to basic baking and pantry work applicable to yeast products, pies and pastries, desserts, sandwich and salad presentation, salad dressings, and uses of cheeses.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
BASIC BAKING AND PANTRY WORK		
	Outline and discuss basic baking procedures as they are related to the preparation of simple yeast products, pies, pastries, and desserts. Familiarize students with techniques of sandwich, salad, and salad dressing preparation.	Elementary Baking, McGraw-Hill Ryerson Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 124-182
A. BASIC BAKING The student should be able to:		
1. identify and use bake shop tools and equipment;	Prepare a table or display board, including all tools and equipment used in a bake shop. Have students identify all utensils and appliances. Arrange for a tour through a bakery in your community. Ask students to prepare an essay outlining their impressions and experiences.	The Creative Cooking Course, Weathervane Books, pp. 6-8, 19-20, 22 Elementary Baking, McGraw-Hill Ryerson, p. ix

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Have students view and discuss filmstrips about introductory baking.	Introduction to Baking (colour filmstrip series, cassettes, guide, reproducible masters), Prentice-Hall Media
2. understand the importance of efficient equipment maintenance;	Demonstrate procedures for using and maintaining baking equipment, and have students follow these procedures.	
3. understand the purpose of the main ingredients used in the preparation of baking goods;	Demonstrate the use of all basic baking ingredients, such as flours, shortenings, sugar and syrups, leaveners, liquids, eggs, flavouring and spices, and salt. Have students prepare research reports on the purpose of each baking ingredient.	Understanding Food, John Wiley, pp. 308-331
4. arrange for the proper storage of supplies to maintain a high level of sanitation;	Emphasize the importance of proper and efficient storage and the value of sanitation pertinent to the equipment and ingredients required for baking.	The Creative Cooking Course, Weathervane Books
5. produce simple yeast products, basic pies and pastries, and desserts.	Invite two guest speakers from a bakery to demonstrate production techniques of simple yeast products, pastries, and desserts. Ask students to use professional guides and recipes for preparation of these items. Emphasize step-by-step procedures for mixing, shaping, and baking. Have students evaluate the exterior, interior, and palatability of each of the baked products.	Quick-To-Fix Desserts, C.B.I. Publishing Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Units xiv, xv, xvi Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 530-642

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		Introduction to Baking, Baking: Yeast-Raised Products, Baking: Pastry (colour filmstrip series, cassettes, guide, reproducible masters), Prentice Hall Media
B. SANDWICH PREPARATION The student should be able to:		
1. understand the multiple techniques of sandwich preparation;	Have students describe these major types of sandwiches served in food service operations: . closed sandwich, . open sandwich, . combination sandwich, . double decker sandwich . fancy sandwich, . hot sandwich. Acquaint students with points to consider and steps to follow when preparing sandwiches.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 87-89 Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit xiii Sandwich Preparation and Presentation (16 mm colour film, video cassette, study guide, instructor's guide), National Educational Media
2. prepare the different types of fillings:	Demonstrate the preparation of sandwich fillings emphasizing these classifications: spread, mixture, cheese(sliced), meat (sliced). Have students, following safety and sanitation procedures, make these fillings.	The Salad Book, Fitzhenry and Whiteside, pp. 47-48, 109-112 Sandwiches: Hot and Cold (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
3. recognize and use the essential elements in presenting quality sandwiches.	Demonstrate the different styles of sandwich preparation, emphasizing these points (when applicable): . using fresh bread, . using soft spread or mixture, . using filling (solid consistency), . covering corners with spread, . cutting neatly, . wrapping properly, . applying garnishes, . serving at appropriate temperature. Have students assess the procedures they use and the sandwiches they prepare in relation to the essential sandwich elements.	Fast Sandwich Making, Sandwich Preparation and Presentation (16 mm colour films, video cassettes, study guide, instructor's guide), National Educational Media The Creative Cooking Course, Weathervane Books, Chapter: "Appetizers" Exploring Professional Cooking, Bennett Publishing, pp. 187-197
C. SALAD PREPARATION The student should be able to:		
1. identify common types of salads;	Introduce students to the six most common types of salad by demonstrating their preparation: fruit, vegetable, leafy green, meat, seafood, and gelatin. Point out that salads provide many essential vitamins and minerals. Explain that the nutrients provided by salads depend on the ingredients:	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 124-156 Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit xiii

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	a) salads with green and yellow vegetables contain vitamin C and A, calcium, iron, water, and cellulose; b) salads with peas and beans contain thiamine; c) potato and macaroni salads contain starch; d) fruit salads contain vitamin C and cellulose; e) meat, fish, poultry, and egg salads contain protein.	Guide to Modern Meals, McGraw-Hill Ryerson, Chapter 17 A Cool Head for Salads (16 mm colour film, video cassette, study gulide, instructor's guide), National Educational Media Salads and Salad Dressing (16 mm colour film), Library, Manitoba Department of Education
2. identify the parts of a salad;	Have students discuss the purpose of each of these parts of a salad: base, body, dressing, and garnish. Show students each of these parts in various types of salads. Acquaint students with these principles of preparing salads: a) use fresh ingredients; b) protect their texture, colour, flavour, and nutrients; c) make the salad as attractive as possible using principles of colour and shape decoration.	Understanding Food, John Wiley, pp. 117-129 Exploring Professional Cooking, Bennett Publishing, Chapter 9 Salads: Types and Preparation (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
3. use the various techniques of salad preparation.	Have students explain the processes involved in preparing and presenting various salads. Demonstrate the preparation of various types of salads. Have students prepare these salads and evaluate their appearance and palatability, as well as the techniques used in their preparation.	Good Food Without Meat, William Morrow, pp. 116-130 The Creative Cooking Course, Weathervane Books, Chapter: "Salads and Relishes"
D. DRESSINGS FOR SALADS The student should be able to:		
. identify the three basic types of dressings;	Explain the purpose of applying different types of dressings to a salad, and introduce students to these basic types: French dressing, mayonnaise, boiled or cooked dressing. Make students aware that a salad dressing may contain some nutrients; for example, a dressing made with oil or cream contains fat, a nutrient necessary for energy.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 129-164 Understanding Food, John Wiley, pp. 129-137
2. prepare and use the basic types of salad dressings.	Demonstrate and have students follow step-by-step procedures for preparing basic salad dressings and for applying these to appropriate salads. Emphasize that the flavour and consistency of the dressing should be compatible with the type of salad.	The Salad Book, Fitzhenry and Whiteside Salad Dressings (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
E. INTRODUCTION TO CHEESES The student should be able to:		
1. understand the importance of cheese to the food service industry;	Have students prepare research reports relating cheese to the history and economics of many countries. Point out that cheese is one of the few foods that can be used on any part of a menu. It may be featured as an appetizer, salad, entree, or dessert, or used in vegetable preparations.	Good Food Without Meat, William Morrow, pp. 163-168 Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 11
2. differentiate between and explain the uses of domestic and imported cheeses in pantry work and food preparation;	Introduce students to these main classes of cheeses: natural and blend. Point out that cheese contains much of the food value of milk but in concentrated and strengthened form. Explain that nutrients in cheese are in different proportions to those in milk and that different cheeses vary in food value. Present examples of these common cheeses: . very hard -- parmesan, romano, . hard -- cheddar, swiss, . hard to semi-soft -- colby, gouda, . semi-soft -- bleu, roquefort, . soft -- cottage, cream, . blend -- sliced American, spreads.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit x Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 175-182 Good Food Without Meat, William Morrow, pp. 169-172

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Ask students to consider the flavour, appearance, texture, cost, possible characteristics, and ease of preparation of each cheese. Have them list the common kinds and forms of cheese found in local stores and determine the country of origin of imported cheeses.	Understanding Food, John Wiley, pp. 179-187
3. use cheeses in food preparation.	Have students participate in a demonstration of the preparation of a cheese tray to serve as an appetizer or dessert. Include mild and stronger-flavoured cheeses, fruits, and grain products on the tray. Explain why these items are included and demonstrate garnishing and serving the cheese tray. Acquaint students with the basic principles of cheese cookery. Have them prepare one or more of the following: a cheese dip, a cheese sauce, a cheese topping on a casserole, and a cheese omelet. Have them evaluate how carefully they followed the basic principles of cheese cookery. Encourage students to prepare recipes using various types of cheeses.	The Creative Cooking Course, Weathervane Books, Chapter: "Eggs and Cheese" Guide to Modern Meals, McGraw-Hill Ryerson, Chapter 27

block iii: cooking methods and techniques

BLOCK III: COOKING METHODS AND TECHNIQUES (C)

GENERAL OBJECTIVE: To introduce students to the relationship among cooking methods, foods and cutting procedures, and to the procedures for dry heat, moist heat, and microwave cookery.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
COOKING METHODS AND TECHNIQUES		
	Outline and discuss the different methods and techniques used in the preparation of food. Emphasize safety and sanitation.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 48-51
A. COOKING METHODS		
The student should be able to:		
1. identify the major methods and techniques applied in the cooking process;	Point out that cooking involves subjecting foods to heat so that they become more digestible. Familiarize students with these five major methods of applying heat to cook foods: . conventional, . non-conventional, . dry heat cookery, . moist heat cookery, . microwave cookery.	Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 59-74 Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 51-70
2. explain the relationship of time to the major cooking methods.	Emphasize that preparation time will depend upon the cooking methods and techniques applied, and the kind, quality, and quantity of food.	Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 315-380

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		Understanding Food, John Wiley, pp. 57-76
B. METHODS OF DRY HEAT COOKERY		
1. identify the various methods used in dry heat cookery;	Introduce students to these techniques used in dry heat cookery through discussion and viewing of audio-visuals: roasting and baking, broiling, sautéing, deep frying, and ovenizing.	Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 315-355 Broiling, Deep Fat Frying (16 mm colour films, video cassettes, study guide, instructor's guide), National Educational Media
2. explain the procedures applied in dry heat cookery;	Demonstrate each procedure, pointing out the advantages and disadvantages of dry heat cookery. Point out safety and sanitation precautions and the tools and equipment required.	
3. use procedures for dry heat cookery.	Provide students with opportunities to prepare foods using the various methods of dry heat cookery.	
C. METHODS OF MOIST HEAT COOKERY		
The student should be able to:		
1. identify the various methods used in moist heat cookery;	Introduce students to these techniques used in moist heat cookery through discussion, research, and viewing of audio-visuals:	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	braising, simmering and stewing, steaming, and poaching.	
2. explain the procedures applied in moist heat cookery;	Demonstrate each procedure pointing out its advantages and disadvantages. Point out requisite safety and sanitation precautions, and the tools and equipment related to moist heat cookery processes.	Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 355-362
3. prepare foods using various moist heat cookery methods.	Give students opportunities to apply the principles and procedures of moist heat cookery in the preparation of foods.	Braising and Stewing, Simmering, Steaming and Poaching (16 mm colour films, video cassettes, study guide, instructor's guide), National Educational Media
D. MICROWAVE COOKERY		
The student should be able to:		
1. develop an understanding of the principles of microwave cooking;	Introduce students to the principles of microwave cookery by having them prepare research reports on microwave energy, by acquainting them with new skills to be learned, by discussing factors to consider when choosing cookware, and by viewing and discussing audio-visuals.	Professional Cooking and Baking, Bennett Publishing, Chapter 2 Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 69, 93-94 The Microwave Oven Cook Book, Nash Publishing
2. demonstrate the ability to apply the principles of microwave cooking.	Demonstrate the procedures used in microwave cooking, pointing out its advantages and disadvantages. Emphasize the relationship of these principles and techniques to microwave cooking:	The Microwave Cook Book, Saltair Publishing Microwave Cooking, Culinary Arts Institute

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	. operation of oven, . starting temperature, . composition, consistency, shape, volume, density, and moisture content of food, . techniques for timing, rotating, covering, shielding, standing time, browning, and defrosting. Explain how to avoid overcooking, uneven heating, and soggy food. Make students aware that microwave cookery influences meal planning and preparation. Have students prepare foods in a microwave oven and by other methods, and compare the results.	The General Electric Microwave Guide and Cook Book, Random House Litton Commercial Microwave Oven Cook Book, Litton ADVANTAGES OF MICROWAVE COOKING 1. Speed 2. Convenience 3. Energy/Efficiency 4. Cleanliness 5. Multiple commercial use DISADVANTAGES OF MICROWAVE COOKING 1. Safety considerations 2. Size, quantity, appearance of finished product Microwave Energy, The Microwave Oven, Microwave Cookware, Principles and Techniques of Microwave Cooking (colour filmstrips, cassettes, guide, reproducible masters), Prentice-Hall Media Marvels of Microwave (kit), Library, Manitoba Department of Education

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
E. RELATIONSHIP OF COOKING METHODS TO FOODS The student should be able to: 1. select appropriate cooking methods for various foods;	Discuss the importance of selecting proper cooking methods for various foods. Review the methods available and commonly used to create appealing and appetizing food.	
2. develop an understanding of components related to the preparation of appealing and appetizing food.	Have students discuss the relationship of the following components to various methods of cooking: . colour, . tenderness, . flavour, . yield, . doneness, . seasoning - herbs and spices, . nutrition.	Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 101-158 Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 313-320 Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 109-123 The Hospitality Industry, McGraw-Hill Ryerson, pp. 295-300

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
F. CUTTING PROCEDURES AND COOKING METHODS The student should be able to:		
1. identify the common types of cutting procedures;	Emphasize that food items should be cut in a certain way for cooking and serving. Have students discuss and define these common types of cutting procedures: cutting, slicing, dicing, mincing, julienne, and paysanne.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 50-51 Kitchen Knives, Safe and Efficient Use (16 mm colour film), Library, Manitoba Department of Education
2. demonstrate the ability to prepare common cuts for various cooking methods.	Identify and demonstrate the best techniques for each cut, emphasizing safety, sanitation, and the handling of tools and equipment. Have students select the cooking method advantageous to each of the cuts.	

block iv: introduction to stocks, soups, sauces

BLOCK IV: INTRODUCTION TO STOCKS, SOUPS, SAUCES (C)

GENERAL OBJECTIVES: To familiarize students with classifications, standards, ingredients, and procedures for pre-preparation of stocks, soups, and sauces.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
INTRODUCTION TO STOCKS, SOUPS, SAUCES		
	Integrate instruction in safety and sanitation and in identification, correct use, and maintenance of requisite tools and equipment throughout this block.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 12 Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 159-195
A. STOCKS The student should be able to:		
1. recognize the importance of stocks;	Explain the importance of stocks to the creation of superior soups and sauces. Emphasize that stocks, the basis for most soups, sauces, and gravies, are the liquids in which meat, fish, or poultry scraps and bones, with vegetables and flavourings, are cooked. Point out that stocks use up foods left over from other preparations.	Exploring Professional Cooking, Bennett Publishing, Chapter 12 Manual for Culinarians and Study Guide, American Culinary Federation, pp. 151-157 Professional Cooking and Baking, Bennett Publishing, Chapter 14

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		The Creative Cooking Course, Weathervane Books, Chapter: "Basic Stocks for Soups"
2. identify three common types of stocks used in a kitchen operation;	Have students discuss and define these three common types of stocks: . white stock--made from unbrowned bones and scraps of meat, . brown stock--made from browned bones and scraps of meat, . fish stock--made from bones and meat from fish, including fish heads and tails. Point out that all common stocks obtain flavour and nutrients from bones and meat.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 12, pp. 189-194
3. list and describe standards for stocks;	Make students aware that since stocks are not served by themselves but are used as the basis for other dishes, the standards can be stated briefly. Indicate that stocks should be: . clear--free of all ingredients, large and small, . flavourful--but unsalted, . appropriately coloured--varying from deep brown to almost colourless. Have students explain why stocks are flavourful and unsalted and why they vary from deep brown to almost colourless.	Exploring Professional Cooking, Bennett Publishing, Chapter 12

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
4. demonstrate ability to prepare common stocks;	Demonstrate methods of stock preparation. Have students participate in activities like these: . identification of ingredients, . selection of tools, utensils, and equipment, . pre-preparation of ingredients by cutting and chopping, . description and use of remaining procedures.	Stocks and Thickening Agents (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media
5. explain how to handle and store stock.	Have students prepare research reports on the cooling processes of stocks and the reason for their refrigeration. Demonstrate the procedures for clarification of stocks. Have students explain the reasons for these procedures and identify the ingredients used. Ask students to explain why convenience stock forms are now being used in food services to prepare soups and stocks.	Professional Cooking and Baking, Bennett Publishing, Chapter 14
B. SOUPS	Emphasize that soup, featured as an appetizer, is on almost all menus, and that it is more popular than any other appetizer. Have students prepare a bulletin board display entitled "The World of Soup."	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
The student should be able to:		
1. identify classifications of soups;	Introduce students to these four classifications of soups: thin, thick, cold, and special.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit IV
2. describe functions of soup ingredients;	Have students study soup recipes and other references to compile a list similar to the one below of soup ingredients and their functions: . stock for flavour and colour, . meat and bones for richness and flavour goodness, . flour, starch, and eggs for thickening agents and flavour, . vegetables for flavour and variety.	The Creative Cooking Course, Weathervane Books, Chapter: "Appetizers and Soups" The International Wine and Food Society's Guide to Soups, Bonanza Books The Good Cook, Soups, Time-Life International Cook Book
3. recognize the significance of standards for quality soups;	Make students aware that quality soups should have these standards: . flavour--rich and appealing, . positive temperature--piping hot or refreshingly cold, . main dish--6.8/8.10 ounce portion, . appetizer--4.6/6.8 ounce portion, . free of grease, . suitable body--thick, thin, or chunky. Ask students to list reasons for poor quality soups.	La Cuisine Secrets of Modern French Cooking, Leon Amiel Publisher REASONS FOR POOR QUALITY SOUPS 1. Temperature incorrect

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		2. Margarine/butter and flour not mixed properly 3. Greasy 4. Diluted flavour: too much water, too few spices 5. Vegetables: overcooked, undercooked
4. demonstrate the ability to prepare various soups.	Demonstrate methods of preparing various types of soup. Discuss the use of convenience soup bases, pointing out their advantages and disadvantages. Have students compare the cost of commercial and non-commercial soup bases. Have them participate in activities like these: . identification of ingredients, . selection of tools, utensils, and equipment, . preparation of ingredients, . cooking of soups, . serving of soups. Emphasize the importance of proper garnish selection, such as cheese croutons, parsley, royales, or pastes. Point out the advantages of serving specific soups in certain seasons. Discuss methods of handling and storing various kinds of soups.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 12 Professional Cooking and Baking, Bennett Publishing, Chapter 14 Exploring Professional Cooking, Bennett Publishing, Chapter 12 Guide to Modern Meals, McGraw-Hill Ryerson, Chapter 24 HOW TO SERVE HOT SOUP 1. Heated container 2. Proper temperature 3. Crackers or croutons 4. Garnish HOW TO SERVE COLD SOUP 1. Chilled container 2. Proper temperature 3. Garnish 4. Crackers

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
C. SAUCES The student should be able to:		
1. recognize the importance of sauces;	Point out that sauces add flavour to food, improve its appearance, and make it more interesting.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 15
2. identify classifications of sauces;	Introduce students to these categories by which sauces are classified: . basic sauces--brown or espagnole, velouté, basic bechamel, and basic tomato, . neutral sauces--Hollandaise, butter sauces (hot and cold), . gravies--pan, jus lie or au jus.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit V Manual for Culinarians, American Culinary Federation, pp. 234-266 The Creative Cooking Course, Weathervane Books, Chapter: "Sauces"
3. explain purposes of sauces;	Make students aware of these purposes of sauces: . to enhance flavour of food, . to give contrast in texture and colour, . to provide menu balance through colour and appearance, . to give moisture, . to garnish food, . to serve as a binding agent for croquettes and casseroles.	La Cuisine Secrets of Modern French Cooking, Leon Amiel Publisher, pp. 760-795. Understanding Food, John Wiley, pp. 262-278.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
4. prepare and evaluate the five mother sauces;	Direct students in the preparation of basic and neutral sauces and gravies emphasizing the following points: . techniques, . selection of condiments, herbs, spices, . selection of thickening agents (roux types, cornstarch, arrowroot, whitewash, reduction, beurre meunierre, liaison), . procedures. Have students evaluate sauces prepared according to appearance, flavour, temperature, smoothness, and colour. See chart on the following page. Demonstrate the techniques and procedures used in preparing secondary sauces.	MOTHER SAUCES 1. Bechamel 2. Velouté 3. Tomat 4. Espagnole 5. Hollandaise Professional Cooking and Baking, Bennett Publishing, Chapter 15 Exploring Professional Cooking, Bennett Publishing, Chapter 12 Sauces and Gravies (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media
5. match mother sauces to foods.	Have students discuss and select mother sauces to be used with specific foods.	MOTHER SAUCES AND FOODS 1. Bechamel: fish, eggs, cheese, chicken 2. Velouté: vegetables, fish, bland meat (chicken), veal 3. Tomat: meat, poultry 4. Espagnole: meat, game, vegetables 5. Hollandaise: vegetables, fish, eggs

Mother Sauce	English Name	Colour	Composition
Bechamel	Cream	White	Veal or chick stock (optional) Butter or margarine roux Cream
Velouté	Velouté	Blonde	White stock Butter or margarine roux
Tomat	Tomato	Red	Tomato product Vegetables Butter or margarine roux
Espagnole	Brown	Brown	Brown stock Butter or margarine roux
Hollandaise	Hollandaise	Yellow	Margarine or butter Lemon juice Egg yolks

block v: introduction to management

BLOCK V: INTRODUCTION TO MANAGEMENT (C)

GENERAL OBJECTIVE: To introduce students to basic management procedures related to operational areas of the laboratory, menu planning, cashiering, and dining room services.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
INTRODUCTION TO MANAGEMENT		
A. OPERATIONAL AREAS AND MANAGEMENT		
The student should be able to:		
1. identify the three basic operational areas for a food services establishment;	Point out that food service establishments differ in size and that regardless of size there are three basic operational areas.	BASIC OPERATIONAL AREAS 1. Administration 2. Production 3. Service
2. explain the purpose of each area;	Discuss the functions and activities related to each area. Have students sketch the food service area in the school and label each of its departments. Arrange visits to other food service establishments in the community and have students prepare labelled diagrams in their note books. Emphasize the importance of occupational safety and health standards for each area.	Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 3-153 The Hospitality Industry: The World of Food Service, McGraw-Hill Ryerson, pp. 2-130

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
3. list management activities related to food services areas.	Discuss management activities pertinent to the food services trade. Explain the relationship of these management activities to the operation of a food services establishment.	MANAGEMENT ACTIVITIES 1. Office management 2. Supply and material management 3. Kitchen supervision (chef) 4. Service management (maître d') 5. Catering
	Have students prepare a bulletin board display of sample records/forms for ordering supplies and appliances, inventory forms, and daily report sheets used in management activities. Have them use forms like these.	Math Workbook, Food Service/Lodging, Cahners Publishing, pp. 140-141, 158-166
B. FORMAT OF MENU PLANNING The student should be able to:		
1. identify the four major types of menus;	Emphasize that since menus sell foods and control the whole food service operation, they must be planned, organized, and used with skill and care. Discuss the four major types of menus: specialty menus, limited menus, standard menus, and extensive menus.	
	Have students study a collection of menus from community food service establishments and report on styles of presentation and types of meals served.	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. recognize the significance of the goals and guidelines for menu planning and the rules for menu format;	Discuss the importance of including the four basic foods: . milk and dairy products, . meat and other protein foods, . fruits and vegetables, . bread and cereals. Have students research the goals of menu planning, the format rules, and the planning guidelines in order to prepare displays and charts. Ask students to assess various types of menus in relation to menu format rules. Have students give examples of each of these menu planning guidelines: a) vary preparation methods for foods; b) avoid overuse of sauces; c) avoid repetition of ingredients; d) avoid duplication of featured dishes during the same week; e) avoid repetition of special features from one week to the next;	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishing, Chapter 28 Understanding Food, John Wiley, pp. 4-9 MENU PLANNING GOALS 1. Adequate nutrition 2. Appetite appeal 3. Customer satisfaction 4. Cost control MENU FORMAT RULES 1. Presentation of items: easy to understand, simple to read, clearly priced 2. Appearance: lettering easy to read, main items stand out, total appearance reflecting theme or atmosphere of the establishment

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	f) use seasonal foods; g) use traditional holiday foods, h) strive to attain pleasing combinations of complementary flavours.	
3. explain the factors to consider when planning a menu and the methods for giving a menu variety;	Have students work in groups to prepare bulletin board displays or reports on factors to consider before deciding on a definite menu plan. Use sample menus to point out how colour, flavour, shape, size, temperature, and texture of foods are interrelated.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 646 How to Manage a Restaurant, W. C. Brown Publishers, pp. 46-65 Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 13-24
4. assess prepared menus in relation to goals of planning, format rules, planning guidelines, and variety.	Invite a chef from a local food service establishment to speak on menu planning. Provide students with copies of prepared menus which they are to assess according to planning goals and guidelines, format rules, and variety.	Exploring Professional Cooking, Bennett Publishing, Chapter 3 Food Service Careers, Bennett Publishing, Chapter 8
C. CASHIERING The student should be able to:		
1. develop an understanding of the proper attitude	Point out that employees expect the following from cashiers:	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Units I-III

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
and appearance for cashiering;	. good grooming and appropriate dress, . ability to deal with customers pleasantly, . ability to speak with a clear, firm voice, . ability to handle money rapidly and correctly, . honesty. Invite a representative of the Restaurant Association or a local merchant to speak on why honesty is required of a cashier.	Math Workbook, Food Service/Lodging, Cahners Publishing, pp. 146-157
2. list the responsibilities of a cashier;	Discuss the various responsibilities of a cashier prior to opening, during serving time, and after closing. Point out that a waiter/waitress may carry out cashier responsibilities. Invite a representative from a cash register company to demonstrate the use of a cash register. Integrate study of the responsibilities of a cashier throughout the food services program, where applicable. Have students role play the various responsibilities.	RESPONSIBILITIES PRIOR TO OPENING 1. Totalling cash on hand 2. Setting up cash register or cash box 3. Studying menu for prices RESPONSIBILITIES DURING SERVING TIME 1. Checking tickets prepared by waiter/waitress 2. Taking cash from customer 3. Obtaining proper verification of cheques and credit cards according to house policy RESPONSIBILITIES AFTER CLOSING 1. Totalling cash on hand 2. Balancing cash register or cash box 3. Sorting tickets 4. Filing tickets

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
3. demonstrate ability to write and add a guest cheque and take cash.	Show students examples of guest cheques. Demonstrate the procedures for writing and adding cheques and taking cash; have students follow these procedures.	
D. DINING ROOM The student should be able to:		
1. arrange various table settings;	Review Block I, "A. Basic Dining Room Procedures," and emphasize these categories as they pertain to high calibre service: table setting, equipment and utensils, and types of service. Have students list, discuss, and apply the basic rules for setting tables for breakfast, lunch, dinner, and special occasions. Have them practice setting covers for different types of meals, using check lists to evaluate cleanliness, orderliness, unity, balance, convenience, and space. Discuss how menus influence the selection and arrangement of table appointments. Have the class select specific menus and decide what kinds of table appointments are needed for each menu.	Food Services 103, 203, 303, Manitoba Department of Education, Block I Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section F, Units I-II and transparency masters Table Settings (16 mm colour film), Library, Manitoba Department of Education

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
and appearance for cashiering:	. good grooming and appropriate dress, . ability to deal with customers pleasantly, . ability to speak with a clear, firm voice, . ability to handle money rapidly and correctly, . honesty. Invite a representative of the Restaurant Association or a local merchant to speak on why honesty is required of a cashier.	Math Workbook, Food Service/Lodging, Cahners Publishing, pp. 146-157
2. list the responsibilities of a cashier:	Discuss the various responsibilities of a cashier prior to opening, during serving time, and after closing. Point out that a waiter/waitress may carry out cashier responsibilities. Invite a representative from a cash register company to demonstrate the use of a cash register. Integrate study of the responsibilities of a cashier throughout the food services program, where applicable. Have students role play the various responsibilities.	RESPONSIBILITIES PRIOR TO OPENING 1. Totalling cash on hand 2. Setting up cash register or cash box 3. Studying menu for prices RESPONSIBILITIES DURING SERVING TIME 1. Checking tickets prepared by waiter/waitress 2. Taking cash from customer 3. Obtaining proper verification of cheques and credit cards according to house policy RESPONSIBILITIES AFTER CLOSING 1. Totalling cash on hand 2. Balancing cash register or cash box 3. Sorting tickets 4. Filing tickets

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
3. demonstrate ability to write and add a guest cheque and take cash.	Show students examples of guest cheques. Demonstrate the procedures for writing and adding cheques and taking cash; have students follow these procedures.	
D. DINING ROOM		
The student should be able to:		
1. arrange various table settings;	Review Block I, "A. Basic Dining Room Procedures," and emphasize these categories as they pertain to high calibre service: table setting, equipment and utensils, and types of service. Have students list, discuss, and apply the basic rules for setting tables for breakfast, lunch, dinner, and special occasions. Have them practice setting covers for different types of meals, using check lists to evaluate cleanliness, orderliness, unity, balance, convenience, and space. Discuss how menus influence the selection and arrangement of table appointments. Have the class select specific menus and decide what kinds of table appointments are needed for each menu.	Food Services 103, 203, 303, Manitoba Department of Education, Block I Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section F, Units I-II and transparency masters Table Settings (16 mm colour film), Library, Manitoba Department of Education

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. identify all major equipment and utensils used in a dining room environment;	Review and have students identify major equipment and utensils used in a dining room.	MAJOR DINING ROOM EQUIPMENT AND UTENSILS 1. Cutlery 2. Glassware 3. Linen 4. Stations
3. explain five major types of dining room service, and their advantages and disadvantages; 4. demonstrate the ability to organize each type of dining room service.	Review the methods related to these types of services and point out the advantages and disadvantages of each: a) American Service: . advantages--most rapid service, less equipment required, less personnel required, . disadvantages--less personal service, less control of quality of service; b) Buffet Service: . advantages--possibility of creative food display, possibility of customers preferring to serve themselves, fewer personnel required to serve a large number of customers, . disadvantages--less control of quantity of food taken by customers, less individual service; c) French Service: . advantages--excellent opportunity for showmanship, ultimate in personal service, . disadvantages--slow service, minimum of two waiters to serve one table, extremely expensive,	METHODS FOR AMERICAN SERVICE 1. Full preparation and plating of food in the kitchen 2. Food served to guests from trays METHODS FOR BUFFET SERVICE 1. Plates and containers of food arranged on tables or serving carts 2. Customers serve themselves METHODS FOR FRENCH SERVICE 1. Partial preparation of food in kitchen 2. Food brought to table on trays or carts 3. Preparation completed at the table and served by a team of waiters/waitresses

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	d) Banquet Service: . advantages--rapid service, fewer personnel required to serve large numbers of customers, lower cost, . disadvantages--less personal service, large facility required, less customer choice of items served, e) Russian Service: . advantages--fast service, fewer personnel required, better portion control, . disadvantages--purchasing and stocking of many serving pieces. Demonstrate the procedures for organizing each type of service and have students follow these procedures.	METHOD FOR BANQUET SERVICE 1. Total preparation of food in kitchen 2. Menu set for the whole group 3. Food brought to table on trays METHOD FOR RUSSIAN SERVICE 1. Full preparation of food in kitchen 2. Carried to table on large silver tray 3. Transferred to plate at table Professional Restaurant Service, McGraw-Hill Ryerson Gourmet Table Service - A Professional Guide, Ahrens Publishing How to Manage a Restaurant, Wm. C. Brown Publishing, pp. 66-74

block vi: vegetable cookery, appetizers, garnishes

BLOCK VI: VEGETABLE COOKERY, APPETIZERS, GARNISHES (C)

GENERAL OBJECTIVES: To provide students with opportunities to develop knowledge and skill related to vegetable cookery and preparation of appetizers and garnishes.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
VEGETABLE COOKERY, APPETIZERS, GARNISHES		
	Emphasize safety precautions and sanitation.	
	Discuss vegetable cookery, emphasizing its importance in preparing attractive and nutritional meals.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 13
A. VEGETABLE COOKERY		
The student should be able to:		
1. identify market forms of vegetables;	Familiarize students with these four market forms: fresh vegetables, frozen vegetables, canned vegetables, and dried legumes.	
	Schedule a tour to a produce purveyor/ supermarket and have students prepare reports on the market forms of vegetables.	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. explain and use methods of preparing market forms of vegetables for cookery;	Discuss, demonstrate, and have students apply these methods of preparing market forms of vegetables: a) fresh vegetables--wash, soak, trim, peel, and remove blemishes; b) frozen vegetables--use ten pounds or less, cook frozen, do not refreeze vegetables; c) canned vegetables--drain one-half of the liquid, remove from can; d) dried vegetables--remove foreign particles, soak. Have students prepare reports and displays related to these methods.	
3. categorize vegetables according to major classifications;	Have students discuss the major classifications of vegetables, preparing charts giving examples of each.	MAJOR CLASSIFICATIONS OF VEGETABLES 1. Green vegetables 2. Yellow vegetables 3. Red vegetables 4. White vegetables 5. Dried legumes 6. Cereals
4. demonstrate the proper techniques for cooking and serving vegetables;	Discuss these points to be considered when determining the method of cookery: . quality of vegetable, . quantity of vegetable, . equipment available, . time available for cookery, . form of vegetable.	METHODS OF VEGETABLE COOKERY 1. Boil: strong flavoured vegetables, fresh green vegetables, potatoes (varieties) 2. Simmer to servable temperature: canned vegetables

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Demonstrate and have students use these methods of cookery applied to various vegetables: boil, simmer, steam, and fry. Emphasize these cautions pertinent to using the boiling method: a) add vegetables after water boils; b) reduce heat when boiling returns; c) do not cook at a rapid boil. Introduce and identify these terms and definitions related to vegetable preparation: a) au gratin--to top with butter, crumbs, and cheese; b) steam--to cook in steam with or without water; c) scallop--to bake in layers in a sauce of liquid; d) glaze--to coat with sweet liquid of medium consistency; e) season--to add fat, salt, and pepper to the food.	3. Steam: broccoli, fresh vegetables, non-green vegetables (corn, carrots), mild flavoured vegetables 4. Fry: potatoes, eggplants, onions Why Cook Vegetables?, Cooking Vegetables, Yellow, White, Red, and Green Vegetables (colour transparencies, instructor's guide), AIM Educational Aids Vegetable Preparation (16 mm colour film), Library, Manitoba Department of Education
5. store and handle vegetable products effectively;	Discuss with students the procedures for storing vegetables properly, emphasizing that they need cool temperatures, moderate moisture and loose packing. Point out the relationship of storage to the market forms of vegetables.	Mastering the Art of French Cooking, Alfred A. Knopf, pp. 421-528 The Mushroom Cook Book, Avenel Books

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
6. list the sequential steps for rice cookery;	Have students discuss and prepare charts on these sequential steps related to rice cookery: a) place no more than four pounds of rice in baking pan; b) bring water to boil; c) add salt to boiling water; d) pour water over rice; e) stir; f) cover pan tightly; g) remove from heat; h) let stand covered for five minutes.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Units XI, XII The Escoffier Cook Book, Crown Publishers, pp. 648-706 Hering's Dictionary, Fachbuchverlag Dr. Pfanneberg, pp. 557-638 Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 230-262
7. demonstrate ability to prepare various rice dishes;	Demonstrate, discuss, and have students use procedures for preparation of rice dishes and other common pasta, such as maccaroni, spaghetti, and noodles.	La Cuisine Secrets of Modern French Cooking, Leon Amiel Publisher, pp. 657-663 Understanding Food, John Wiley, pp. 77-116
8. describe various market forms and classifications of potatoes;	Acquaint students with the various market forms and classifications of potatoes. Have them prepare reports and bulletin board displays depicting the various forms of potatoes.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 14 La Cuisine Secrets of Modern French Cooking, Leon Amiel Publisher, pp. 621-642

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
9. apply the basic methods of cooking to various market forms and classifications of potatoes.	Point out the relationship of cooking methods to market forms and classifications of potatoes. Demonstrate and have students use procedures for these types of potato preparation: . sauté potatoes, . hash brown potatoes, . au gratin potatoes, . baked potatoes, . rissolé or oven brown potatoes, . French fried potatoes, . waffle potatoes.	MARKET FORMS OF POTATOES 1. Fresh 2. Canned 3. Frozen 4. Dehydrated CLASSIFICATIONS OF POTATOES 1. White meat (long and round) 2. Idaho 3. New, or early crop 4. Red, intermediate 5. Old or late 6. Sweet
B. APPETIZERS AND GARNISHES The student should be able to:		
1. identify the major categories of appetizers;	Acquaint students with the six categories of appetizers and present an example of each by way of a demonstration.	MAJOR CATEGORIES OF APPETIZERS 1. Cocktails 2. Hors d'oeuvres 3. Canapes 4. Relishes 5. Dips 6. Petite salads 7. Soups and consommes

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. create a variety of appetizers, covering all categories;	Demonstrate and have students use procedures to prepare appetizers from each category.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 8
3. select and prepare appetizing and eye-appealing garnishes for appetizers.	Discuss and demonstrate the selection and preparation of appropriate garnishes. Point out that the recipe will usually suggest an appropriate garnish. Acquaint students with common garnishes: . sliced olives, . chopped or sliced hard boiled eggs, . small pieces of pimento, . chopped chives, . cheese flowers, . paprika, . onion rings, . anchovies.	Hering's Dictionary, Fachbuchverlag Dr. Pfanneberg, pp. 1-34 La Cuisine Secrets of Modern French Cooking, Leon Amiel Publisher, pp. 202-316 The Creative Cooking Course, Weathervane Books, Chapter: "Appetizers and Soups" The Escoffier Cook Book, Crown Publishers, pp. 707-715 Food for 50, John Wiley, pp. 81-85 Wenzel's Menu Maker, Radio City Book Store, pp. 427-457

block vii: introduction to meats

BLOCK VII: INTRODUCTION TO MEATS (C)

GENERAL OBJECTIVES: To introduce students to standards, grades, and basic specifications of meats in relation to purchasing, storing, and cooking procedures; and to develop basic techniques in preparation, cookery, and serving of beef, pork, lamb, mutton, poultry, and seafood.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
INTRODUCTION TO MEATS	Discuss the dietary factor of meats. Emphasize that all meats are excellent sources of protein, the three vitamins (thiamine, riboflavin, and niacin), phosphorus, copper, and iron. Explain that the proteins in meats are important nutritionally because they are complete proteins, meaning that they contain all the essential amino acids needed by humans for growth and maintenance of body tissues.	
A. BEEF The student should be able to:		
1. list Canadian grades and standards pertinent to beef;	Acquaint students with the following grades and standards as prescribed by the Canadian government: . A1, A2, A3, A4--steer, heifer, . B1, B2--blue beef (B2 has higher fat level),	Meat Grades (colour transparencies, instructor's guide), AIM Educational Aids Beef Information Kit (kit), Library, Manitoba Department of Education

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	. C1, C2--soft bone cows, brown meat, . D1, D2, D3, D4, D5--old cows, . D3, D5--also known as canner and cutter (yield leaner meat), . D4--old cows with fattier meats. Arrange a tour of a packing company, or ask a company representative or a local butcher to speak to the class. Ask a beef supplier for a list of official grades of beef applicable to the Canadian meat market.	
2. identify primal and wholesale cuts of beef;	Acquaint students with types and locations of cuts of beef, pointing out primal and wholesale cuts. Prepare transparencies, indicating cut-locations, their tenderness and the method of selecting these cuts for cooking: a) Primal Cuts (cut for wholesale)--beef round, beef loin, beef ribs, beef chuck; b) Wholesale Cuts (cut for retail)--chuck, brisket shank, sirloin, rib, short plate, short loin, flank, round.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit VI and transparency masters Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 306-309 Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 213-227
3. define major terms used in meat specifications;	Help students understand meat preparation and cooking techniques by acquainting them with a list of meat specification terms:	MARBLING: Fat inside of meat COVERING: Fat outside of meat

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	. marbling, . covering, . aging, . veal, . primal cut, . wholesale cut, . retail cut, . grading stamp, . inspection stamp.	AGING: Natural tenderizing and flavouring of meat VEAL: Cattle six months or younger PRIMAL CUT: Cut for wholesale WHOLESALE CUT: Cut for retail RETAIL CUT: Cut ready for preparation GRADING STAMP: Designation of meat quality INSPECTION STAMP: Designation of meat fit for human consumption
4. develop an understanding of the basic meat specifications for purchasing procedures;	Discuss with students the importance of understanding these basic meat specifications in relation to the purchase of beef and other meats: a) fabricated meats--made from primal cuts, shaped to specifications, governing weight and thickness; b) pre-portioned meats--cut to specific thickness and weight, purchased per pound/kilogram; c) roast ready--muscle has been trimmed, outer layer of fat removed, roast is ready for cooking; d) pound/kilogram weight--number of portions per pound/kilogram, all portions of weight the same.	Why Are Some Cuts of Beef Less Tender?, Tenderness and Animal Protein (colour transparencies, instructor's guide), AIM Educational Aids

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
5. explain methods of boning, cutting, and tying meat;	Distinguish between the American and European methods of boning a side of beef. Point out that by the American method, meat retains more bones, while by the European method, meat is almost boneless. Instruct students in the art of cutting and tying beef emphasizing that meat must be cut across the grain with a semi-sharp knife to retain the fiber. Have students give reasons for tying a beef roast.	
6. list methods of storing and aging beef;	Acquaint students with common methods of storing and aging beef. Explain that proper meat storage retards the growth of microorganisms. Point out that the actual period for storage varies with temperature and type of meat and that beef can usually be stored for up to a year if properly wrapped and frozen (airtight wrappings such as polyethylene bags are preferable). Explain that procedures such as marinating, curing, and smoking are commonly used to preserve beef and other meats for an extended period of time.	Understanding Food, John Wiley, pp. 212-214
	Present the term aging to students and explain its purpose, emphasizing these principles: a) the aging of meat develops certain factors of palatability, particularly tenderness and flavour;	Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 306-310

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	b) beef is one of two meats frequently aged, the other being mutton; c) to be suitable for aging, the meat must have a fairly thick covering of fat to prevent discoloration of the lean and to keep evaporation to a minimum; d) the aging period should last about three weeks, as beef will age very little after 21 days; e) the temperature should range from 1° to 3°.	
7. define methods of beef cookery;	Introduce students to these major terms used in meat preparation: . season, . roast, . broil, . pan broil, . steam, . braise . simmer, . stew, . shrinkage, . marinade, . marinate, . sauté. Have students discuss and define each of these terms.	SEASON: To condition a cooking surface by means of fat ROAST: To cook by dry heat, usually in an oven BROIL: To cook by radiant or direct heat PAN BROIL: To cook on hot frying pan or grill, pouring off fat as it accumulates STEAM: To cook in steam with or without pressure BRAISE: To brown and then cook slowly in small amount of liquid SIMMER: To cook in liquid with bubbles slowly forming

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		STEW: To simmer in small amount of liquid of thick consistency SHRINKAGE: Loss of weight due to cooking MARINADE: Solution in which meat is soaked to enrich flavour MARINATE: To soak in marinade SAUTE: To fry quickly in shallow fat Braising and Stewing, Broiling, Roasting (16 mm colour films, video cassettes, study guide, instructor's guide), National Educational Media
8. prepare and serve various beef dishes, using common cooking procedures;	Demonstrate the common cooking procedures used in the preparation of beef. Have students use these procedures to prepare and serve various beef dishes.	Techniques of Meat Cookery (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media Beef Tenderizing Methods, Cooking Meat (colour transparencies, instructor's guide), AIM Educational Aids
9. distinguish between dry and moist cookery.	Have students discuss and identify these methods of dry and moist cookery: . dry cooking--roasting, broiling, pan broiling, grilling, sautéing, . moist cookery--steaming, braising, simmering, stewing.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit VII Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 16

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Make students aware that grades and cuts of meat determine whether dry or moist cookery is used. Emphasize that dry cookery is used for tender cuts of beef and moist cookery for less tender cuts. Have students identify cuts of meat cooked by dry and moist heat.	CUTS OF BEEF COOKED BY DRY HEAT 1. Tenderloin 2. Sirloin 3. Ground meat 4. Rib roast 5. Beef chops/steaks CUTS OF BEEF COOKED BY MOIST HEAT 1. Soup bones 2. Stew beef 3. Ribs 4. Chuck 5. Brisket
B. VEAL, PORK, LAMB AND MUTTON The student should be able to:		
1. list Canadian grades and standards pertinent to veal, pork, lamb, and mutton;	Acquaint students with the grades and standards prescribed by the Canadian government. Contact the Department of Agriculture, Livestock and Poultry Division, for up-to-date information on grading of veal, pork, lamb, and mutton. Have students list and explain each of the Canadian grades pertinent to veal, pork, lamb, and mutton.	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. identify primal and wholesale cuts of veal, pork, lamb, and mutton;	Prepare transparencies indicating cut locations on a carcass of veal, pork, lamb, or mutton, their tenderness, and the method of selecting cuts for advantageous cooking. Acquaint students with these types and locations of cuts: . common veal cuts--leg, loin, rib, breast, shoulder, . common pork cuts--ham (leg), loin, side (spare ribs), Boston butt, picnic, jowl, . common lamb and mutton cuts--leg, loin, rack, breast, shoulder, shank Compare these to cuts found in a side of beef.	Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 236-247 Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapters 17, 18, 19
3. list methods of storing and aging veal, pork, lamb, and mutton;	Make students aware that storing methods are similar to those used for beef. Point out, however, that pork should not be kept longer than six months under freezing conditions due to its higher fat content. Explain that veal and pork does not have to be aged, whereas the aging procedure of lamb and mutton is identical to the technique used with beef.	Understanding Food, John Wiley, pp. 212-214 Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 306-310 The Hospitality Industry: The World of Food Service, McGraw-Hill Ryerson, pp. 241-245

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
4. identify meat specification terms and procedures applicable to choosing veal, pork, lamb, and mutton products;	Review the concepts covered under beef specifications and point out their applicability to veal, pork, lamb, and mutton.	Pillsbury's Meat Cook Book, Pillsbury Publications, pp. 5-7
5. prepare and serve various veal, pork, lamb, and mutton dishes.	Demonstrate methods for preparing veal, pork, lamb, and mutton using various cooking procedures. Have students use these procedures to prepare various veal, pork, lamb, and mutton dishes.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapters 17, 18, 19 Techniques of Meat Cookery (16 mm colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media The Ham Book, Donning Company Pork, Canadian Pork Council Wenzel's Menu Maker, Radio City Book Store, pp. 719-908
C. POULTRY The student should be able to:		
1. list purchasable forms of poultry and game birds;	Explain that the term poultry refers to all domestic edible birds that are placed on the market for human consumption, whereas	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 20

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	game birds refers to wild birds that are hunted for sport and for their edible meat. List these purchasable forms of poultry and game birds: . poultry--turkeys, chickens, ducks, squabs, Cornish hens, geese, guineas, . game birds--wild ducks, pheasants, partridges, quails, grouse.	
2. identify the classifications of poultry and their grades and standards;	Familiarize students with major classifications, grades, and standards found in the Canadian poultry market. Contact a meat packing plant or processing business to acquire up-to-date grading procedures for all poultry products: a) chickens: . fryers (1 1/2 - 4 pounds), . roasters (4 pounds and up), . capon (unsexed male, usually under 10 months), . grade A (perfect chicken, with all parts including neck and giblets), . grade U (some part or parts may be missing); b) turkeys: . fryer or roaster (young immature, usually under 16 weeks of age), . young hen (young female, usually under eight months of age), . young tom (male turkey, usually under eight months of age),	Wenzel's Menu Maker, Radio City Book Store, pp. 907-912 The Hospitality Industry: The World of Food Service, McGraw-Hill Ryerson, pp. 265-267 Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 248-250

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	. mature (old turkey of either sex, usually 15 months of age with coarse skin and toughened meat), . utility (some part or parts may be missing); c) ducks: . broiler (young duck, usually under eight weeks of age), . roaster (young duck, usually under 16 weeks of age), . mature (old duck, usually over six months of age); d) geese: . young (either sex, tender meated, has easily dented windpipe), . mature (old goose, with toughened flesh and hardened windpipe); e) guineas: . young (tender meated), . mature (toughened flesh); f) squab: . young pigeon (either sex, extra tender meated).	
3. develop an understanding of the proper procedures for purchasing and storing poultry;	Introduce students to characteristics which help to determine the age of poultry. Explain that this knowledge helps the buyer to obtain high quality birds.	CHARACTERISTICS OF YOUNG BIRDS 1. Tender meated, fine texture 2. Muscles in drumstick easily dented

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Point out that poultry can be bought whole or in parts. Emphasize that poultry perishes quite rapidly and, consequently, must be refrigerated as soon as it is received, preferably in crushed ice. Point out that frozen poultry should be thawed in the refrigerator or under cold running water, then prepared immediately. Make students aware that poultry is best when purchased fresh, the day before it is to be used.	3. Breast bone cartilage pliable and soft 4. Fat bright in colour, smoothly layered CHARACTERISTICS OF MATURE BIRDS 1. Flesh darker, with coarser texture 2. Muscles in drumstick full and firm 3. Breast bone cartilage hardened 4. Fat generally darker in colour, inclined to lumpiness
4. cut, bone, and prepare poultry for cooking;	Demonstrate the common methods of boning and cutting poultry. Demonstrate how to stuff a bird. Provide students with opportunities to practice cutting, boning, and preparing poultry for cooking.	Grand Diplôme Cooking Course, Book I, The Danburry Press, pp. 20-21, 81-82
5. prepare and serve various types of poultry.	Explain that the age of poultry determines the method by which it is prepared; older birds are generally cooked with moist heat, and younger birds, with dry heat. Recommend that it is also appropriate to cook larger birds with dry heat and smaller birds with moist heat. Ask students to give a reason for this. Emphasize that while all the following methods are acceptable for the preparation of chicken, roasting is the most acceptable method of cookery for other birds:	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 20 Techniques for Poultry Cookery (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	. dry heat methods--roast, broil, barbeque, pan fry, deep fat fry, . moist heat methods--stew, braise, roast. Demonstrate these methods of dry and moist heat cookery for poultry, and have students apply these methods.	
D. FIN FISH The student should be able to:		
1. name the three classifications of fin fish and examples of each;	Introduce students to these categories of fin fish and point out that the fat content is the principle determining classification: . lean fish, . variable fish, . fat fish. Have students list examples of various classifications of fish.	LEAN FISH 1. Catfish 2. Cod 3. Flounder 4. Haddock 5. Sole VARIABLE FISH 1. Halibut 2. Salmon FAT FISH 1. Mackerel 2. Trout 3. Tuna

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. explain techniques used when grading and standardizing fin fish;	Point out that fish is mainly graded by its size and the locale from which it comes, and that freshness can be judged mainly by the appearance, colour, and elasticity of the flesh.	
3. differentiate between fresh and salt water fish;	Explain that fish are classed into two categories, emphasizing that in general, fresh water fish are considered superior in flavour to salt water fish. Point out that the amount of fat that any fish contains will also cause a difference in flavour and that fat fish, like fat meat, produces superior quality. Have students identify specific examples of fresh water and salt water fish.	FRESH WATER FISH 1. Brook trout (F) 2. Catfish (F) 3. Smelt (L) 4. White fish (F) 5. Northern pike (L) 6. Lake trout (F) SALT WATER FISH 1. Blue fish (L) 2. Cod fish (L) 3. Dover sole (L) 4. Haddock (L) 5. Halibut (V) 6. Salmon (V) F = Fat; V = Variable; L = Lean
4. list methods of storing and describe the effects of freezing and storing fish;	Point out the storing methods for various fish products, giving examples of each procedure: a) fresh fish--must be kept refrigerated in covered containers or in cracked ice (icing, however, may result in loss of flavour);	Why Store Fish and Shellfish at Low Temperatures? (colour transparency, instructor's guide), AIM Educational Aids

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	b) frozen fish--must be kept frozen and cooked immediately once thawed (some fish may be cooked before completely thawed; c) smoked fish--must be kept refrigerated; d) salted fish--must be kept in a cool, dry place; e) canned fish--can be kept in a cool, dry place, and should be used once it is opened.	MAIN POINTS TO CONSIDER WHEN STORING FISH 1. If fresh: wipe with a damp cloth, wrap in wax paper, place in covered container, store in coldest part of refrigerator, and refrigerate three to four days maximum 2. If frozen: keep frozen until just before cooking time
5. develop an understanding of procedures used when selecting, purchasing, and handling fish;	Acquaint students with these purchasable forms of fish: fresh, frozen, canned, cured, dried, smoked, and pickled. Have them list the characteristics related to proper selection and handling of fresh and frozen fish.	CHARACTERISTICS RELATED TO BUYING FRESH FISH 1. Mild pleasant odor 2. Glistening appearance 3. Firm elastic flesh 4. Glossy skin, good colouring 5. Clear, bright eyes 6. Bright, red gills
	Acquaint students with the major market forms of fish products, identifying each term: . whole or round--marketed as they are taken from the water, . drawn--marketed with only entrails removed, . dressed--entrails, head, tails, and fins removed,	CHARACTERISTICS RELATED TO BUYING FROZEN FISH 1. Glazed fish, coated with ice 2. No signs of drying or freezer burns 3. Tightly wrapped package, covered with moisture/vapour-proof material 4. No ice crystals or frost

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	. fillets, single--meaty sides of fish removed from backbone, . sticks--pieces of fish cut from fillets into portions of uniform length and thickness. Contact the Department of Fisheries and Oceans for grading procedures related to fish.	
6. skin, fillet, and cut fish according to accepted procedures;	Demonstrate and have students apply the procedures for safely skinning, filleting, and cutting fish. Acquaint them with these sequential procedures for filleting a drawn fish: a) select a sharp knife; b) cut through flesh along the backbone from tail to head; c) cut flesh to the backbone from head to tail; d) rest the flat side of the knife against the backbone; e) cut flesh off from head to tail end; f) lift off the fillet in one piece; g) turn fish over, repeat on other side; h) lay fillet skin-side down; i) hold tail and insert knife at tail end; j) slide knife close to skin to cut flesh away.	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
7. use procedures for cooking and serving fish;	Demonstrate methods commonly used in fish cookery, and emphasize the importance of understanding the principles of fish preparation. Have students explain and use these methods and principles related to cooking and serving fish: . methods--pan frying, deep frying, broiling, baking, poaching, boiling, or steaming, . principles--cook quickly, avoid overcooking, coat all fried fish (breading, batter), use gentle heat when possible, test flakiness of meat for doneness.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit II Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 21 The Hospitality Industry: The World of Food Service, McGraw-Hill Ryerson, pp. 270-281 Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 254-263 Techniques for Seafood Cookery (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media
8. select from a list the proper garnishes and sauces to accompany fish.	Acquaint students with the importance of matching sauces and garnishes to fish prepared by various cooking methods: a) sauces: . pan fried--meuniere, colbert, bercy, anchovy butter, . broiled--lemon butter, colbert, dill, bercy, cherbourg, . baked--creole, homard, caper, newburg, mustard, . poached, boiled, steamed--mournay, mousseline, creole, bonne femme,	Wenzel's Menu Maker, Radio City Book Store, pp. 1017-1132

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	. fried--dill, cocktail, tartar; b) garnishes: . beets, dill, hard cooked eggs, olives, paprika, parsley, pickles, radishes, watercress.	
E. SHELLFISH The student should be able to:		
1. name the two classifications of shellfish;	Explain that shellfish, all seafood having shells, are classified into these two categories: crustacea and mollusks. Have students prepare researched definitions of each category, and give examples of each.	CRUSTACEA: Have no backbone such as lobsters, shrimps, crabs, and crayfish MOLLUSKS: Have soft bodies with a hard shell, such as oysters, clams, mussels, snails, and scallops
2. identify the various market forms of shellfish;	Introduce students to these various forms in which shellfish are marketed and have them explain each: . alive, . shucked, . headless, . cooked meat.	ALIVE: Crabs, lobsters, clams, oysters, and mussels should be alive if purchased in shell SHUCKED: Shellfish marketed with shell removed HEADLESS: Shrimps and warm water lobsters which are marketed with head and thorax removed
3. explain techniques used for grading and standardizing shellfish;	Review the grading procedures used for fin fish, and relate these to shellfish.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit IX

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 21
4. demonstrate an understanding of shellfish storage;	Review the storage methods used for fin fish, and relate these to shellfish.	
5. identify procedures applicable to purchasing shellfish;	Review the procedures followed when purchasing fin fish, and relate these to shellfish.	The Hospitality Industry: The World of Food Service, McGraw-Hill Ryerson, pp. 270-281
6. clean and prepare shrimps for cooking;	Demonstrate procedures related to cleaning and preparing shrimps for the cooking process, emphasizing the following points: a) peel the shrimp; b) remove the mud vein; c) scrape the back of each shrimp with the tip of the paring knife. Have students perform these procedures.	Choosing, Cleaning, and Storing Fish and Shellfish (colour transparency, instructor's guide), AIM Educational Media Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 254-263
7. cook and serve shellfish.	Review the cooking procedures applicable to fin fish, and relate these to shellfish. Introduce students to a variety of shellfish recipes whose procedures they must follow to cook and serve shellfish.	Wenzel's Menu Maker, Radio City Book Store, pp. 1017-1132

block viii: breakfast cookery, beverages, and projects

BLOCK VIII: BREAKFAST COOKERY, BEVERAGES, AND PROJECTS (C)

GENERAL OBJECTIVES: To provide students with opportunities to develop knowledge and skill related to breakfast cookery, including preparing and serving beverages, and to special techniques for food services projects.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
BREAKFAST COOKERY, BEVERAGES, AND PROJECTS **A. BREAKFAST COOKERY**		
	Point out to students that breakfast is considered the most important meal of the day as it allows the body to operate efficiently throughout the day.	
The student should be able to:		
1. identify foods featured during breakfast hours and list unique features of breakfast service;	Have students prepare lists and bulletin board displays of breakfast foods. Introduce them to these special features of a breakfast meal: a) food is cooked to order; b) fast food preparation is often required; c) food must be served hot (where applicable); d) customers want to eat quickly; e) many condiments are served.	POPULAR BREAKFAST FOODS 1. Eggs 2. Pancakes 3. Potatoes 4. Waffles 5. Hot and cold cereals 6. Toast (plain, French, cinnamon) 7. Stewed fruits 8. Meats (bacon, ham, sausage) 9. Pastries, muffins 10. Juices (fresh, frozen, canned) 11. Fruits

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. explain and apply methods for preparing and serving breakfast foods.	Have students prepare reports and bulletin board displays on breakfast food preparation and serving methods. Complement their research with the following facts: a) juices--fruit and vegetable juices, usually served in four ounce glasses, are considered standard breakfast menu items (frozen juices should always be allowed to stand for awhile after mixing); b) fruits--canned, stewed, and fresh fruits are found on most breakfast menus; oranges, grapefruits, and melons are the most popular fresh fruits, and pears, peaches, and pineapples are the standard canned fruits (stewed fruits, prepared from dried fruit, must be cooked in water slightly to restore their moisture); c) cereals--cereals can be ready to eat (cold), regular (hot), and quick-cooking (pre-cooked), the preparation procedures for each being stated on the package; d) pancakes--pancakes, the second most popular breakfast item, are easy to digest; although they should always be cooked to order and served piping hot, they may be prepared either from a mix or a basic recipe, and served with maple syrup, meats, strawberries, blueberries, or other accompaniments;	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 7 Wenzel's Menu Maker, Radio City Book Store, pp. 1425-1459 Food Service: Production and Service, Mid-American Vocational Curriculum Consortium, Section E, Unit XVIII BREAKFAST FRUITS 1. Fresh: oranges, grapefruits, melons (cantaloupe, honey dew, persian) 2. Canned: pears, peaches, apricots, figs, pineapple 3. Stewed: apples, apricots, prunes BREAKFAST CEREALS 1. Cold Cereals: such as cornflakes, bran, shredded wheat, rice crispies 2. Hot Cereals: such as oatmeal, cream of wheat

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	e) eggs--eggs are graded according to standard procedures, the quality of an egg depending on these factors: . appearance and condition of the interior (candling process), . firm yolk after egg is cracked, . firm white surrounding yolk after egg is cracked; eggs can be purchased in three forms: fresh, frozen, or dried; eggs can be cooked in these ways: fried, scrambled, broiled or simmered, poached, shirred, or in an omelet; f) meats--meats commonly used in breakfast cookery include bacon, ham, and sausage (links or patties);	BASIC PANCAKES 1. Buttermilk 2. Plain or hot cakes 3. French (crepes) 4. Waffles EGG GRADES 1. Medium 2. Large 3. Extra large Give Your Eggs a Break (16 mm colour film, video cassette, study guide, instructor's guide), National Educational Media Egg Cookery (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media Choosing Eggs, Cooking Eggs, Effects of Overcooking (colour transparencies, instructor's guide), AIM Educational Aids Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit X Understanding Food, John Wiley, pp. 279-307 Egg Cookery, 101 Productions

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	g) dairy products--milk (homogenized, 2%, or skim), cream cheese, and butter or margarine are important on the breakfast menu.	Understanding Food, John Wiley, pp. 164-183 Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 228-263
	Review the unit on cheese in Block II, "Basic Baking and Pantrywork," and have students suggest a selection of cheese appropriate for a breakfast menu. Ask a representative of the Manitoba Egg Producers' Marketing Board to give a demonstration about eggs. Demonstrate various cooking procedures for the preparation of eggs. Have students prepare and serve various breakfast foods.	Short Order Cookery (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media Food Services 103, 203, 303, Manitoba Department of Education, Block II
B. BEVERAGES The student should be able to:		
1. identify and define various types of beverages;	Familiarize students with the non-alcoholic beverages served in a food service operation, pointing out their definition and the procedure for their preparation:	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit XX

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	• coffee--brewed drink made from ground roasted coffee beans, • tea--brewed drink made from dried leaves of the tea plant, • cocoa--powdered chocolate which has had about half the fat removed, • frozen concentrate--frozen drink product which has had part of the water removed, • decaffeinated coffee--coffee made from beans which have had the caffein extracted Invite a coffee distributor to give a demonstration on the preparation of coffee.	Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 196-227 Understanding Food, John Wiley, pp. 138-163 Food Service in Institutions, John Wiley, pp. 286-290 Wenzel's Menu Maker, Radio City Book Store, pp. 1461-1470 Coffee Making Principles, Making Tea, Cocoa and Chocolate (colour transparencies, instructor's guide), AIM Educational Aids
2. prepare and serve beverages.	Have students prepare and serve breakfast beverages.	
C. PROJECTS (OPTIONAL) The student should be able to:		
1. create a showpiece to be used for culinary competitions;	Instruct students in the art of showpiece production, demonstrating procedures, including the correct use of all tools. Show them a variety of professional publications specializing in buffet preparation and advanced culinary arts to acquaint them with possible arrangements. Have students plan, design, and complete a showpiece.	The Professional Chef's Book of Buffets, CBI Publishing Modern French Culinary Art, Virtue and Company

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. function efficiently and gainfully in a food services operation in the community;	Emphasize these points when organizing a work experience program: . types and locations of jobs, . purposes of jobs, . classroom instruction related to jobs, . procedures of evaluation to be followed by employers, . procedures of evaluation to be followed by students. Contact employers in your community to set up a work experience program. Ask a prospective employer to talk to the class about an employer's expectations and objectives.	
3. research and report on special topics;	Have students prepare a research report on selected topics similar to these: . herbs and spices, their importance to food preparation, . wines and the culinary arts.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapter 9 Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 313-320 The Escoffier Cook Book, Crown Publishers
4. develop an understanding of camp cooking;	Acquaint students with procedures, equipment and facilities, and menu planning relevant to camp cooking.	Hering's Dictionary, Fachbuchverlag Dr. Pfanneberg, pp. 774-799 The Creative Cooking Course, Weathervane Books, Chapter: "Beverages," pp. 1-15

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
5. plan and organize an outdoor cooking event.	Have students discuss and research outdoor cooking procedures; have them develop a plan and menu, identify equipment and food, and, if possible, take part in an outdoor cooking experience such as a picnic or barbeque. Emphasize hygiene and sanitation.	Wine and Winemaking, McDonald Educational Wines and Spirits, Time-Life Books

block ix: meats, poultry, fish

BLOCK IX: MEATS, POULTRY, FISH (C)

GENERAL OBJECTIVES: To review concepts and skills from Block VII, "Introduction to Meats," and to introduce students to advanced procedures and techniques for cooking and serving meats, poultry, and fish.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
MEATS, POULTRY, FISH	The flesh of animals, poultry, and fish is very much alike. The principles dealing with their cooking have already been dealt with; therefore, this block concentrates on the finer points of meat, poultry, and fish preparation.	
A. MEATS		
The student should be able to:		
1. apply the concepts and use the skills related to beef, veal, pork, lamb, and mutton cookery introduced in Block VII, "Introduction to Meats";	Review purchasing procedures for beef and its grades and standards, primal and wholesale cuts, and basic specifications. Have students demonstrate the procedures for boning, cutting, tying, storing, preparing, and serving beef, veal, pork, lamb, and mutton.	Food Services 103, 203, 303, Manitoba Department of Education, Block VII

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. recognize the significance of the principles applied in meat cookery;	Have students discuss and prepare research reports on the principles pertinent to cooking beef, veal, pork, lamb, and mutton. Have students discuss and define the terms marinate and cure.	MARINATE: To soak meat in a brine and pickling solution before cooking to change or enrich its flavour CURE: To preserve meat by pickling, salting, or drying
3. develop an understanding of the procedures for marinating and curing meats;	Point out that sauerbraten is marinated beef roast, that corned beef is marinated brisket, and that ham is cured leg of pork.	
4. prepare and cook sauerbraten;	Demonstrate the art of marinating and, if possible, curing to enhance student understanding of these procedures. Demonstrate and have students use procedures for preparing and cooking sauerbraten.	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 345-346
5. develop an appreciation of the finer procedural techniques for cooking beef, veal, pork, lamb, and variety meats and use these techniques.	Use a variety of professional books and publications to introduce students to advanced recipes for each category of meat. Provide students with opportunities to use the finer procedural techniques for cooking beef, veal, pork, lamb, and mutton.	The Professional Chef, Cahners Books, pp. 29-135 Grand Diplôme Cooking Course, Danburry Press, Volumes 1-20 La Cuisine Secrets of Modern French Cooking, Leon Amiel Publishing, pp. 396-461 The Escoffier Cook Book, Crown Publishers, pp. 359-485

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
B. POULTRY The student should be able to:		
1. apply the concepts and use the skills related to poultry cookery introduced in Block VII, "Introduction to Meats";	Review grades and standards of poultry and procedures for its purchase and storage. Have students demonstrate the procedures for cutting, boning, preparing, cooking, and serving various kinds of poultry.	Food Services 103, 203, 303, Manitoba Department of Education, Block VII
2. recognize the significance of the principles applied in poultry cookery;	Have students discuss and prepare research reports on principles of poultry cookery.	
3. use the finer procedural techniques for cooking poultry.	Use a variety of professional publications to introduce students to recipes pertaining to poultry cookery, including such terms as duckling (bigarrade), coq au vin, and roast turkey with dressing. Have students apply the finer procedural techniques to cooking various kinds of poultry.	The Professional Chef, Cahners Books, pp. 106-135 The Escoffier Cook Book, Crown Publishers, pp. 486-627 The Creative Cooking Course, Weathervane Books, Chapter: "Poultry"

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
C. FISH		
The student should be able to:		
1. apply the concepts and use the skills related to fin fish and shellfish cookery introduced in Block VII, "Introduction to Meats;"	Review classifications, grades and standards, and basic specifications related to the purchasing of fin fish and shellfish. Have students demonstrate procedures for skinning, filleting, cutting, cooking, garnishing, and serving fin fish and procedures for cleaning, preparing, cooking, and serving shellfish.	Food Services 103, 203, 303, Manitoba Department of Education, Block VII
2. recognize the importance of the principles applied in fish cookery;	Have students prepare research reports and view audio-visuals and demonstrations on the principles of fish cookery.	
3. use the finer procedural techniques for cooking seafood.	Acquaint students with a variety of professional publications showing advanced cooking techniques and methods for seafood preparation, including such dishes as lobster (broiled or boiled), brook trout "meuniere," and poached and decorated whole fish. Have students apply the finer procedural techniques to prepare and cook various kinds of fish.	The Escoffier Cook Book, Crown Publishers, pp. 263-358 The Creative Cooking Course, Weathervane Books, Chapter: "Seafood" The Professional Chef's Book of Buffets, CBI Publishing, pp. 79-94

block x: buffet work

BLOCK X: BUFFET WORK (C)

GENERAL OBJECTIVES: To develop industry-level standards in students by expanding their theoretical knowledge and skill related to layout, tools, and utensils for the planning, preparation, and serving of buffets.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
BUFFET WORK	Introduce students to the preparation of buffets by pointing out their main objective: giving a festive dimension to foods served, whatever the occasion. Point out that the versatility of the buffet makes it adaptable to all kinds of food service occasions. Have students discuss the many advantages a buffet holds for food service operations. Make students aware that with practice, they will develop the skills needed to create the many food items that make up the grand buffet.	
A. REVIEW The student should be able to: 1. explain theories relating to buffet service introduced in Block V, "Introduction to Management".	Review advantages, disadvantages, and methods of buffet service.	ADVANTAGES OF A BUFFET 1. Simplified menu planning 2. Maximum service with minimum help 3. Food production in multiple units 4. More productivity from cooks

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		5. Food savings through imaginative use of leftovers 6. Reputation building for the entire food service department Food Services 103, 203, 303, Manitoba Department of Education, Block V
B. LAYOUT The student should be able to:		
1. prepare a list of primary points that must be observed when displaying a buffet;	Emphasize that the art of buffet display calls for a creative touch. Acquaint students with the primary points to be considered when planning a buffet layout. Point out that foods should be placed in the order of a regular menu (hors d'oeuvres, fish, entrées, grosse pieces, roasts, vegetables, salads, desserts, cheeses).	PRIMARY POINTS FOR BUFFET DISPLAY 1. Relationship among various food dishes 2. Selection and placements 3. Presentation giving each food item the best advantage in relation to overall display 4. Inedible items and additional decorations 5. Centerpiece 6. Layout
2. demonstrate knowledge of various table arrangements and describe procedures relevant to planning a buffet;	Familiarize students with the different methods used in setting up buffet tables and discuss the procedures involved. Point out that table layouts follow these arrangements: centre square, long renaissance, long U-shape, and L-shape.	CONSIDERATIONS RELATED TO BUFFET 1. Price per person 2. Number of people 3. Special theme 4. Menu

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Show students diagrams of table layouts for buffets; have them diagram and prepare actual table layouts. Arrange visits to view buffets and have students report on these.	5. Time and date of buffet (season and hour: breakfast, lunch, or supper)
3. list the major components used in the makeup of a buffet.	Provide students with a list of these components to be used when planning a buffet: . hot and cold canapes, . hors d'oeuveres, . decorative pieces (meats, poultry, fish), . fruits and cheese, . pâtés, galantines, . jellied molds, . desserts.	
C. VARIETIES		
The student should be able to:		
1. identify hand tools and utensils and their uses in buffet work;	Show students examples and illustrations of the various tools requisite for buffet work. Emphasize safety, and the care and maintenance of tools and utensils. a) knives--french knife (12 inch), for chopping of small quantities, and basic cutting and slicing procedures,	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS

--paring knife (3 inch, stainless), for minute decorating work and fruit carvings,
--boning knife, for all butchering procedures on meat and fish,
--slicer (10-14 inches), for bread and all boneless meat and poultry, when slicing machine cannot be used,
--scalloped knife, for cutting fancy shapes from different vegetables (such as beets or carrots),
--oyster and clam knife,
--steel and stone;

b) special tools--lobster or poultry shears, for opening up lobsters to remove meat, and for special boning procedures on whole fish,
--parisian scoop (3 sizes), for making melon balls and scooping out fruits and vegetables,
--meat saw (22 inches), for achieving smooth cuts through bones, and butchering ham and crown roast of pork,
--spreader, for applying butter spreads and other fillings,
--offset large spatula (9 inches long, 3 inches wide, stainless), for lifting and transferring whole meat or fish

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS

pieces from decorating rack to platter,
--tweezers, for minute decorating work on chaudfroid base,
--scalpel, for cutting leeks and carving shapes out of vegetables for decorating purposes,
--cester, for cutting grooves or grooved designs into citrus fruits, cucumbers or melons,
--trussing needle (6 inch), for galantines, stuffed suckling pig, salmon grosse pieces,
--egg slicer, for cutting hard boiled eggs into uniform slices (a job that cannot be done with any other tool),
--larder, for inserting strips of salt pork or bacon into lean meat items, such as saddle of venison, beef à la mode, or rabbit,
--pastry bag and a set of tubes (waterproof preferably), for preparing canapes and for piping decorations on buffet pieces,
--scissors, for creating large papillotes (paper frills) to embellish hams and poultry (and generally handy),
--butter curler, for shaping butter into curls (widely used in Europe),

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS

--carving tools, for sculpturing work on tallow (an inexpensive set of 12 different blades made in Japan is appropriate for this purpose),
--pastry brush, for many tasks from canapé making to aspic work (an important gadget),
--small paint brushes, for aspic and chaudfroid painting;

c) cutters--a set of 10 round cutters, for croutons and decorating work of all kinds (the most widely used cutter),
--a set of 10 scalloped round cutters, for aspic designs and vegetables,
--fancy aspic cutters, for making decorations to go on chaudfroid base (the most common set),
--geometrical design cutters, for interesting, sophisticated, and unusual designs (very expensive set made in Europe, based on principles of geometry),
--numbers and lettering, (very expensive since hand-made, but worthwhile and time saving),
--unique flower designs, (an extravagant hand-made set, but time saving in creating flower designs from chaudfroid base, vegetables).

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. use various types of knives, special tools, and cutters;	Demonstrate and have students follow the procedures for using various knives, special tools and cutters during buffet preparation.	
3. list and prepare a variety of dishes for a hot buffet;	Familiarize students with the selection of dishes used when serving a hot buffet. Emphasize the importance of presenting foods in the most appetizing way possible, using chafing dishes for attractiveness. Point out the advantage of employing a carver at the buffet table to give life to the scene. Demonstrate procedures for preparing various dishes for a hot buffet; have students use these procedures.	POPULAR ITEMS FOR CHAFING DISH SERVICE 1. Chicken à la king 2. Lobster newbourg 3. Curried shrimps 4. Chicken creole 5. Chicken livers 6. Beef stroganoff 7. Beef bourginonne
4. list and prepare a variety of dishes for a cold buffet;	Introduce students to the selection of dishes used when serving a cold buffet, emphasizing the importance of garnishing each platter, bowl or tray of food for maximum colour effectiveness. Demonstrate procedures for preparing various dishes for a cold buffet; have students use these procedures.	POPULAR ITEMS FOR A COLD BUFFET 1. Assorted fruit bowl 2. Cold ham platter 3. Relishes 4. Stuffed eggs 5. Jello molds 6. Assorted crackers 7. Decorated seafood
5. list and prepare a variety of dishes for a hot and cold buffet;	Point out the optional arrangements for hot and cold buffets. Have students examine a variety of professional publications and use suggested procedures to prepare hot and cold buffet items.	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
6. list and prepare a variety of dishes for an ethnic buffet.	Have students examine publications that feature ethnic cookery and use suggested procedures to prepare various dishes and arrange them buffet style. Review principles introduced in the "Layout" section of this block to assist students in proper selection.	
D. SHOW PIECES		
The student should be able to:		
1. demonstrate knowledge related to the use of food items for decoration;	Present a selection of decorating ideas for displays of salmon, poultry, and ham. Point out that an unlimited number of ideas can be developed by an imaginative chef or food worker. Explain that each buffet display (grosse piece) is divided into three sections for decorating procedures.	DECORATING PROCEDURES 1. Decorations applied to the whole piece 2. Decorations applied to slices (if any) 3. Decorations and garnishes for platter
2. apply decorating procedures;	Demonstrate decorating procedures applied to various buffet items; have students use these procedures.	
3. demonstrate the ability to work with chaudfroid and understand its various applications;	Introduce students to these preparation methods of chaudfroid: . white chaudfroid (meat and fish), . mayonnaise chaudfroid, . cream cheese chaudfroid, . brown chaudfroid.	VARIATIONS OF CHAUDFROIDS ANDALOUSE: Poultry or meat base with julienne of orange

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Point out that chaudfroid can be used to enhance appearance of a food item (such as poached capon), to preserve basic flavours, and to prevent drying. Discuss the alternate use of chaudfroid sheets for decorative purposes. Demonstrate methods of preparing chaudfroids, and have students try these methods.	FINES HERBES: Fish, cream cheese or poultry base with chopped parsley or other green herbes PERIGOURDINE: Brown or white base with chopped truffles and Madeira wine added
4. demonstrate the ability to work with aspic and understand its various applications;	Explain that aspic is the professional term used for the coating of buffet items. Demonstrate the art of aspic preparation, cautioning students to give special attention to these factors that are basic to aspic making: . stock, . reduction, . adding gelatin, . clarification, . straining.	FACTORS PERTINENT TO PREPARATION OF ASPICS 1. Stock must be kept cool, and must be strong and carefully strained (fat skimmed off) 2. Liquid should be reduced by half, white or cider vinegar boiled with bouquet garni 3. Two ounces of gelatin per cup is usually added, depending upon strength of stock 4. After blended ingredients (ground beef, egg whites, mirepoix) have been added to simmering stock, the mixture should rise to the top for clarification 5. Straining must be done slowly and small particles kept from pushing through the strainer

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Discuss with students the procedures for aspic application; discuss these reasons for its application: . preserves appearance and flavour, . preserves cold platters, . preserves foods coated with chaudfroid. Make students aware that aspic may not stay on food items for these reasons: . aspic too warm, . food to be covered not chilled enough, . not enough gelatin in aspic, . fat in the aspic. Demonstrate and have students use procedures for making and applying aspics to buffet items.	
5. develop an understanding of the applications of sculptures and of the procedures for creating them.	Discuss these three major areas of sculpturing: ice, tallow, and butter. Explain and demonstrate the procedure for carving/shaping a sculpture. Provide students with time and materials enabling them to practice. Use tallow in teaching sculpturing, if cost and time efficiency are a concern.	<u>TOOLS NEEDED FOR ICE CARVING</u> 1. Ice tongs 2. Ice pick 3. Ice shaver 4. Tree saw with coarse teeth 5. Chisel 6. Yardstick

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
D. METHOD OF PREPARING AND SERVING The student should be able to: 1. demonstrate ability to prepare and serve a buffet in cooperation with fellow students.	Discuss a master plan for buffet preparation, and have students perform these related tasks: a) put a complete schedule for the buffet on paper; b) review the entire plan with co-workers; c) post the plan where co-workers may refer to it. Remind students that the buffet table should give the impression of "action," which can be achieved by using both high and low serving dishes, as well as those of different shapes, styles and materials. Introduce students to the many recipes and buffet styles that appear in professional publications. Have them prepare various styles. Ask students to assess various buffet presentations, keeping these points in mind: a) a heavy coating of chaudfroid on meat, poultry or fish items should be avoided;	MASTER PLAN 1. Decorations 2. Foods to be served 3. Sources of recipes used 4. Containers for finished displays (bowls, trays, platters) 5. Directions for positioning food on the buffet table The Professional Chef's Book of Buffets, CBI Publishing Buffet Catering, Ahrens Publishing Guide to Modern Meals, McGraw-Hill Ryerson, pp. 265-267, 572

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS

b) aspic should always be crystal clear, well seasoned, flavourful, and the right colour;
c) decorations should be planned so that patrons can recognize the basic item (preferably piece portioned or sliced for easy service);
d) sockles, inedible, should be avoided, and only used if necessary to heighten display;
e) food items should never extend beyond the platter, bowl, or tray which holds them (the salmon head and tail should both fit well inside the edges of the containers);
f) inedible display pieces or materials should never be placed on a platter of food;
g) too many items crowded on a platter, tray, or dish reduce the appeal of the food;
h) simply decorated pieces are the most effective and take less preparation time;
i) aspic should not be coloured red, blue, or green, although a few drops of yellow food colouring are effective in fish aspic and a few drops of tomato red food colouring are permissible for game;
j) too much time should not be spent in creating a display piece that cannot either be eaten or be used to display food that will be eaten;

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	k) food pieces should not be decorated or garnished with uncomplementary items (cornets of salami do not go with salmon, for example); l) duck, beef rib roast, leg of lamb or other meat items should not be covered with white chaudfroid sauce, and seafood items should not be covered with brown or dark chaudfroid sauce; m) flowers made of raw potatoes, beets or turnips should not be placed on containers with salads (if used, they should be placed among green leaves on the table); n) decorative pheasant plumage should not get close enough to the food to touch it.	

block xi: kitchen management

BLOCK XI: KITCHEN MANAGEMENT (O)

GENERAL OBJECTIVES: To provide students with opportunities to practice procedures related to control methods, purchasing, recipes, food costing, and nutritional menus, and to develop human relations skills and laboratory organization and layout skills.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
KITCHEN MANAGEMENT		
	Emphasize that to achieve the major objectives of a food production company, the manager must understand the relationship amongst all elements in the system. Point out that the manager plans the action to be taken by the enterprise, coordinates the various assets of the operation and budgets for both short- and long-term goals; in making these decisions, he or she controls the available resources. Point out that the most important resource is the skill of employees. Acquaint students with the five "M's" of management.	"M's" OF MANAGEMENT 1. Money 2. Materials 3. Machinery 4. Markets 5. Minutes Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 17-41
A. METHODS OF CONTROL		
The student should be able to:		
1. maintain food services records for one week;	Point out that an establishment's first priority is to provide meals at the lowest cost possible, consistent with its policy regarding quality and quantity of food	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	served. Emphasize that in today's market no operation is too small for accurate accounting procedures. Obtain different types of food service records from a restaurant, hospital, and specialty shop (such as a doughnut shop). Have students prepare bulletin board displays comparing the various types of records. Ask students to complete food service records for the school food service department. Introduce students to the common forms of record keeping in the food service field: . production--menu, standard recipe, production schedule, food cost summary, . service--labour cost summary, cash report, meal census, special meal function sheet.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section I, Unit IV Food Service in Institutions, John Wiley, pp. 397-463 How to Manage a Restaurant, W. C. Brown, pp. 264
2. demonstrate the ability to receive and handle delivery invoices;	Have students use the procedures for handling incoming invoices and recording them. Point out the importance of checking all invoices for count, price, and quality.	Math Work Book, Food Service/Lodging, Cahners Publishing, pp. 160-166

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
3. estimate current market prices of commonly used food items;	Ask students to obtain information about current market prices of food items.	Newspapers
4. explain various inventory systems and the requirements of each.	Show students samples of different types of inventories. Have a guest speaker discuss and demonstrate computer inventories for food services businesses.	
	Discuss these reasons for proper receiving and storage of inventory: . safety of food, . sanitation of facilities, . sensible arrangement of food, . security of food.	TYPES OF INVENTORY CONTROL 1. Spot check 2. Daily 3. Weekly 4. Monthly 5. Perpetual (running)
	Point out the methods for controlling inventories and familiarize students with inventories of foods and equipment.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section G, Unit IV Food Service in Institutions, John Wiley, pp. 431-436
	Emphasize that count, price, and extension must be correct for inventory accuracy. Have students work in small groups to prepare various types of inventory control.	Storing Foods (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
B. PURCHASING The student should be able to:		
1. explain the significance of the ethics of purchasing;	Discuss the ethics applied when buying food and introduce these types of purchasing: . bid or formal, . open or informal.	ETHICS OF PURCHASING 1. Be courteous 2. Establish expected hours for purchasing and delivery 3. Compare purchases according to service, quality, and price 4. Discuss business only in the context of business activities
2. identify types of purchasing;		
3. explain how to purchase foods and identify the most common pack sizes;	Invite a canned goods purveyor to speak on purchasing. Ask for sample purchasing guides to use as handouts for students. Point out common pack sizes which are available on the market: . canned goods--6/#10, #5, #202, . frozen goods--2#box, 6/5#, 20# bulk, . meat--pound (kilogram), . fresh fruits and vegetables--#box count, head, kilogram	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section G, Units I, II, III
4. complete purchasing charts on amounts needed and ordered.	Emphasize that before buying the purchaser should consider these criteria: a) amount called for in recipes, b) amount on hand, c) usage of purchasing guides.	Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 133-152 Meal Management, Collier-Macmillan, pp. 88-222, 511-520

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Have students apply these criteria in completing purchasing charts on amounts needed and amounts to be ordered.	Wenzel's Menu Maker, Radio City Book Store, pp. 211-426 The Food Purchasing Process (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media
C. RECIPES The student should be able to:		
1. select from a list the contents of a standard recipe and arrange in order the steps for following a recipe;	Discuss the content of a standard recipe: . name of food prepared, . amount of ingredients needed (weighed and measured), . utensils needed (preparation and serving), . clear directions, . cooking temperature, . preparation time, . yield, . size of servings.	EP: edible portion weight AP: as purchased weight YIELD: number of servings after preparation
	Review cooking terms and procedures in Block III, "Cooking Methods and Techniques."	Following Recipes (colour filmstrip, cassette, guide, reproducible masters), Prentice-Hall Media Food Services 103, 203, 303, Manitoba Department of Education, Block III

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. complete a chart for temperature guides and convert weights and measures;	Familiarize students with temperature guides and explain these reasons for converting recipes from a table: . for easy conversion from weight to measure or vice versa when only one is given, . for accurate calculations, . for time savings. Have students prepare a temperature guide table in degrees centigrade.	TEMPERATURE GUIDES 1. VERY SLOW: 250° - 275° F 2. SLOW: 300° - 325° F 3. MODERATE: 350° - 375° F 4. HOT: 400° - 425° F 5. VERY HOT: 450° - 475° F 6. EXTREMELY HOT: 500° - 525° F Math Work Book, Food Service/Lodging, Cahners Publishing, pp. 124-134
3. name the commonly accepted substitutions for missing ingredients when preparing a recipe.	Provide students with a list of ingredients and their substitutions. Emphasize that special attention must be given to weights and measures as they may change as well.	Standards, Principles, and Techniques in Quantity Food Production, McCutchan Publishing, pp. 655-670
D. FOOD COSTING The student should be able to:		
1. calculate the cost of a recipe;	Introduce students to the terms and definitions commonly used in the area of food costing. Discuss how costing a recipe can provide a basis for deciding menu price. Point out the items included in the cost of a meal:	COST OF RECIPE: Total cost of all components of a recipe ITEM: Unit or individual component MARKET PRICE: Price paid to the vendor for an item

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	a) food, b) labour, c) supplies other than food (paper products, cleaning supplies), d) overhead (rent, maintenance, and utilities), e) percentage of profit.	MARK UP: Difference between the selling price and cost price of the food MENU PRICE: Price charged to a customer UNIT COSTING: Estimating the cost to provide a unit or portion of food on a menu item
2. define the terms unit costing and standard costing;	Have students define unit costing and standard costing.	STANDARD COSTING: Estimating the cost of a menu item or "meal" cited on the menu, including the complimentary units
3. select and define terms relevant to recipe costing.	Explain steps leading to the actual recipe costing, and finally to the menu price. Make students aware that these additional factors influence food cost: a) food receiving, b) food storage, c) portion control, d) sales history (for better forecast of sales).	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section H, Unit IV Manual for Culinarians, American Culinary Federation, pp. 389-390 Food Service in Institutions, John Wiley, pp. 397-400 Math Work Book, Food Service/Lodging, Cahners Publishing, pp. 135-144 How to Manage a Restaurant, W. C. Brown, pp. 219-227 Controlling Food Costs (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
E. NUTRITION IN MENU PLANNING **The student should be able to:** 1. describe the importance of nutrition in menu planning and the nutritional responsibilities of the menu planner;	Discuss the importance of a nutritious menu. Point out that the nutritional responsibility of a menu planner includes understanding factors like these: . calories and their functions, . carbohydrates and their functions, . fats and their functions, . proteins and their functions, . minerals, vitamins and their functions, . water and its purpose, . individual requirements and food components (diet). Identify these major nutritional responsibilities of a menu planner: a) include on each menu items containing the basic nutrients; b) utilize items from the four food groups; c) provide enough nutritious choices in a variety of forms; d) offer nutritious meals in an appetizing combination. Invite a home economist to speak about nutrition.	NUTRITION: Study of foods and their relation to health NUTRIENT: Chemical compound found in food DIET: Food and drink consumed each day Canadian Cook Book, McGraw-Hill Ryerson, pp. 1-25 Meal Management, Collier Macmillan, pp. 253-311 Good Food Without Meat, William Morrow, pp. 326-342

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. write nutritionally sound breakfast, lunch, dinner, and à la carte menus.	Ask students to plan breakfast, lunch, dinner, and à la carte menus, using guidelines for incorporating nutrition in a menu. Point out that the following menu planning objectives must be observed without compromising nutritional value: . appetite appeal, . customer satisfaction, . cost control.	Understanding Food, John Wiley, pp. 1-56 Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Unit I, Section 1H-39H Canada's Food Guide, Department of Health and Welfare
F. KITCHEN LAYOUT AND ORGANIZATION The student should be able to:		
1. identify the basic operational areas in a commercial kitchen;	Emphasize that kitchen layout and organization depends on the size of the operation, differing in hotels, restaurants, hospitals, and fast food outlets. Point out that all standard kitchens have the following operational areas: . garde-manger (cold meat department), . patisserie (bake shop), . main production area, . butcher shop (meat cutter).	Supervision and Management of Quantity Food Preparation, McCutchan Publishing, pp. 75-112 How to Manage a Restaurant, W. C. Brown, pp. 108-124

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
2. explain the purpose of each operational area;	Discuss the functions and activities related to each operational area. Arrange visits to commercial kitchens and have students prepare labelled diagrams in their notebooks. Have them sketch the school food services department and label each of its areas. Review the importance of occupational safety and health standards for each area.	BASIC PRINCIPLES OF DESIGN AND LAYOUT 1. Provide a continuous flow of materials 2. Have all operations on the same floor 3. Minimize distance between the kitchen and the point of service 4. Arrange compact work areas 5. Provide conditions that make for productivity 6. Design for safety and sanitation
3. develop an understanding of the basic principles of design and layout for operational areas.	Have students use the basic principles of design and layout to assess the operational areas in the food service department of the school and in food service departments of restaurants, hospitals, or other institutions.	
G. EMPLOYER, EMPLOYEE, CUSTOMER RELATIONS The student should be able to:		
1. list guides for getting along with employers, fellow employees, and the public;	Ask a resource person from the Manitoba Restaurant Association to speak to the class about human relations.	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Discuss the importance of getting along with people. Point out these keys to good human relations: a) treat people as individuals; b) use abilities and talents to the fullest; c) work for job satisfaction; d) work <u>with</u> fellow employees.	<u>ATTITUDE</u>: The sum of one's perspective as it affects one's behaviour <u>RESPECT</u>: Giving consideration to people and their thoughts <u>SERVICE</u>: Giving of one's self, talent and abilities
2. recognize the significance of human relations and good attitudes in job situations.	Emphasize the ground rules for building and maintaining good customer relations, such as courtesy, tactfulness, sincerity, tolerance, cheerfulness, and helpfulness.	<u>Food Service: Production and Service</u>, Mid-America Vocational Curriculum Consortium, Sections 27A-49A, Unit II <u>How to Manage a Restaurant</u>, W. C. Brown, pp. 288-299

block xii: baking and desserts

BLOCK XII: BAKING AND DESSERTS (O)

GENERAL OBJECTIVES: To review concepts and skills from Block II, "Basic Baking and Pantry Work," and to introduce students to advanced procedures and techniques related to baking and desserts.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
BAKING AND DESSERTS		
	Point out that to understand the total baking process, each basic ingredient used in batters and doughs should be considered. Discuss the choices made in selecting the best possible ingredient form for a specific product. Explain that batters and doughs are complicated systems wherein the quality and form of one ingredient influences the behaviour of other ingredients. Emphasize that cakes, like pies and pastries, have a valuable place in the diet. When eaten in moderation, they supply the body with important food requirements.	Manual for Culinarians, American Culinary Federation, pp. 312-369 Understanding Food, John Wiley, pp. 308-331
A. BAKING		
The student should be able to:		
1. apply concepts and skills from Block II, "Basic Baking and Pantry Work";	Review use, care, and maintenance of tools and equipment; identification and purpose of main ingredients; sanitary storage of supplies; and step-by-step procedures for producing simple yeast products, basic pies	Ingredients, Equipment and Measuring (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	and pastries, and desserts. Review basic bakery production procedures.	Food Services 103, 203, 303, Manitoba Department of Education, Block II BASIC BAKERY PRODUCTION PROCEDURES 1. Mixing 2. Panning 3. Baking 4. Cooling 5. Storage
2. categorize the major goods produced by a bakery and give examples of each;	Show students examples of various categories of baked goods. Have them prepare bulletin board displays illlustrating the categories of baked goods or labelled counter displays of actual baked goods. Arrange a tour through a bakery in the local community and have students report on it.	CATEGORIES AND EXAMPLES OF MAJOR BAKED GOODS 1. Quickbreads: biscuits, muffins, corn bread, corn sticks 2. Cakes: spice cake (creaming method), sponge cake (whipping or sponge method), white cake (blending or two stage method) 3. Cookies: ice box, rolled, bagged, bar, sheet, drop 4. Frostings and icings: powdered sugar, boiled or cooked, butter, royal Elementary Baking, McGraw-Hill Ryerson Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, Chapters 22, 23, 24, 25, 26

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
3. list and define terms associated with bread production;	Discuss exterior and interior standards of yeast bread: a) exterior standards . shape: consistent and even, . size: large for weight, . crust: thin and crisp, . aroma: fresh. b) interior standards . flavour: bland, . colour: creamy white, . crumb: elastic. Familiarize students with the purposes of these ingredients in yeast breads: . flour, . salt, . sugar, . shortening, . milk, . water, . yeast.	CUT IN: To distribute small particles of fat into dry ingredients, using chopping motion LEAVENING: To add a substance which causes a product to rise during baking KNEADING: To manipulate dough by using hands or dough hook MIXING: To combine ingredients using proper recipe sequence FERMENTATION: To allow dough to rest at an ideal temperature of 80°F (27°C) PUNCHING: To fold dough inward to the center SCALING: To divide dough into uniform shapes and sizes RESTING: To set after punching PROOFING: To allow bread to double in size after being panned RETARDING: To prevent proofing
4. use sequential procedures to produce yeast bread;	Emphasize the importance of following these steps when adding yeast: a) add yeast to warm water; b) do not stir; c) allow yeast to soak ten minutes; d) stir until yeast is dissolved;	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	e) subtract the amount of water used with the yeast from that in the recipe unless otherwise specified. Point out factors that may influence the quality of baked bread such as temperature of ingredients, methods of mixing ingredients, mixing time, baking pan size and oven temperature.	Yeast-Raised Breads, Yeast-Raised Rolls, Sweet Yeast-Raised Products (colour filmstrips, cassettes, guide, reproducible masters), Prentice-Hall Media
5. perform sequential steps in preparing quick breads;	Have students list and discuss these main ingredients of quick breads: . flour, . salt, . sugar, . shortening, . milk, . water, . leavening agents--baking soda, baking powder, prepared mixes, . seasonings. Demonstrate the steps for preparing quick breads and have students follow these steps.	Quickbreads (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media
6. prepare muffins;	Point out the procedures for muffin preparation, emphasizing these standards of a good muffin: . large for weight, . rounded top,	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit XIV

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	. crispy crust, . moist and tender crumb, . no tunnels (which are caused by over-mixing). Have students make muffins and evaluate them according to standards.	Bakery Technology, Book I, Lester and Orpen
7. prepare biscuits and corn breads;	Have students research and discuss preparation procedures for baking biscuits and corn breads.	The Cook Book of Bread, Lane Books Gluten Formation, Leavening Agents, Kneading and Baking, Biscuits and Muffins (colour transparencies, instructor's guide), AIM Educational Aids The Complete Bread Book, Hamlyn Pub-Publishing
8. identify ingredients for pie crusts;	Introduce students to procedures for the preparation of high quality pie crust, listing the ingredients for a crust and familiarizing the class with the mixing methods.	INGREDIENTS OF PIE CRUSTS 1. Fat or shortening 2. Salt 3. Water 4. Flour 5. Sugar

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
		MIXING METHOD 1. Cut shortening into flour 2. Mix gently 3. Roll flour lightly after adding water 4. Add extra water if dough is too firm
9. prepare pie crust;	Invite a guest speaker from a bakery to demonstrate pastry production techniques. Encourage students to follow the necessary procedures to prepare pastries for pies and turnovers.	
10. describe qualities of fillings for pies and turnovers;	Discuss preparation methods for pie fillings and turnovers and the qualities they should have.	QUALITIES FOR FILLINGS 1. Soft 2. Not runny 3. Bright in colour 4. Not starchy
11. use sequential procedures to prepare and fill pies and turnovers for baking;	Explain these procedures for pie preparation: a) dough is divided into two parts; b) each part is shaped into a ball and rolled to even thickness; c) filling is added to the bottom crust; d) other dough is placed on top of filling; Have students prepare a pie for baking.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit XV The Pastry Chef, Bonanza Books, pp. 137-145 Pies (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Demonstrate procedures for preparing turnovers, emphasizing these points: a) dough is triangular shaped; b) dough is folded carefully and then sealed; c) dough is baked on sheets. Have students prepare turnovers.	
12. prepare cream puffs and éclairs;	Use professional guides and recipes to demonstrate the preparation of puff pastry. Explain that the dough must be rolled several times while a firm fat is rolled into dough in layers. Point out the importance of placing the dough in the refrigerator before final rolling. Emphasize that holes must be made on top of the pastry to prevent blisters from forming. Demonstrate this method for preparing shells for cream puffs: a) line pan with parchment paper; b) place batter on pan; c) space shells; d) dip spoon in milk and run it around pastry to assure round shape. Demonstrate this method for preparing shells for éclairs:	Elements of Food Production and Baking, Bobbs-Merrill Educational Publishing, pp. 325-345 Elementary Baking, McGraw-Hill Ryerson, pp. 185-212 Puff Pastry and Choux Paste Products (colour filmstrip, cassette, guide, reproducible master), Prentice-Hall Media Pastry and Fruit Pies, Cream Puffs and Popovers (colour transparencies, instructor's guide), AIM Educational Aids

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	a) line pan with parchment paper; b) place batter on pan using pastry bag and tip; c) move bag in straight line; d) make rectangular shape; e) space éclairs. Give students opportunities to practice these methods.	
13. identify types of cakes, cookies, and icings;	Introduce students to the three major types of cakes: butter, pound, and foam. Discuss the methods of cake preparation, differentiating between the creaming, the two-stage method, and the blending/whipping methods. Arrange for a baker to be a guest speaker. Identify the types of icing and explain these methods of icing bakery goods: a) heavy icing method--ice sides, ice top, join top and sides, finish smoothing with warm water; b) thin icing method--pour icing on top of product, work down the sides, smooth off with spatula. Invite a resource person to demonstrate cake icing. Have students apply one or more types of icings to cakes.	TYPES OF ICING 1. Flat or simple 2. Creamed or fudge 3. Combination

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
14. prepare cakes, cookies, and icings according to various methods.	Review the types of cookies discussed in the introductory section of this block. Demonstrate the following methods of preparation, emphasizing the importance of following each recipe carefully: . sponge cake using whipping method, . yellow cake using blending method, . yellow cake using creaming method, . sugar cookie preparation, . white fudge frosting for cake, . chocolate chip cookie preparation. Provide students with opportunities to prepare cakes, cookies, and icings according to various methods and recipes.	Food Service: Production and Service, Mid-America Vocational Curriculum Consortium, Section E, Unit XVI Elements of Food Production and Baking, Bobbs-Merrill Educational Publishing, pp. 346-382 The Pastry Chef, Bonanza Books, pp. 39-76 Cakes: Mixing and Baking, Cakes: Fillings and Finishes, Cake Decorating, Cookies (colour filmstrips, cassettes, guide, reproducible masters), Prentice-Hall Media Butter Cakes, Cookies (colour transparencies), AIM Educational Aids
B. DESSERTS The student should be able to:		
1. list the major types of desserts and identify methods for their preparation;	Discuss the importance of a dessert and its purpose; it should have a certain glamour and drama. Emphasize that since the dessert gives the finishing touch to a dinner, it must be interesting, attractive, colourful, and flavourful. Introduce students to these major types of desserts:	Food Preparation for Hotels, Restaurants, and Cafeterias, American Technical Publishers, pp. 620-642 The Pastry Chef, Bonanza Books, pp. 89-110

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	. fruits--fresh, baked, stewed, . puddings--creamed, baked, chilled, souffle, steamed, . ice cream--parfaits, coupes, jubilees, baked Alaska, . fried desserts--yeast products and French doughnuts. Discuss the ingredients, methods of preparation, and serving procedures for these desserts.	The Dessert and Fruit Book, Family Circle Quick-To-Fix Desserts, CBI Publishing
2. demonstrate the ability to prepare a variety of desserts from the four major classifications.	Use a variety of professional publications to introduce students to the preparation and serving procedures for various desserts. Have students practice the multiple methods of dessert preparation.	The Creative Cooking Course, Weathervane Books, Chapter: "Desserts" Modern French Culinary Arts, Virtue and Company, pp. 709-865 Elements of Food Production and Baking, Bobbs-Merrill Educational Publishing, pp. 383-395 Milk-Based Desserts, Foam-Based Desserts (colour filmstrips, cassettes, guide, reproducible masters), Prentice-Hall Media

block xiii: ethnic cooking

BLOCK XIII: ETHNIC COOKING (O)

GENERAL OBJECTIVES: To provide students with opportunities to develop knowledge and appreciation ethnic cookery, as well as to develop skill in preparing and serving various ethnic foods.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
ETHNIC COOKING		
	Impress upon the class that people are, in a sense, what they eat. Ethnic cookery therefore can be looked upon as a major revealing index to personal and national proclivities. Ethnic food preparation offers a variety of recipes from the cuisine of various peoples. The objective of this block should be to open up new culinary horizons, appreciations, and experiences for students.	The Time-Life-International Cook Book, Holt, Rinehart and Winston Paris à Table, Gourmet Books
A. TYPES		
The student should be able to:		
1. recognize the different types of preparation involved in ethnic cookery.	Point out that simplicity, economy and experience are keynotes of most ethnic cookery and that many recipes are of humble origin. Explain to the students that there are two major types of ethnic cookery: provincial cooking and haute cuisine.	French Cooking, Weathervane Books Canadian Cook Book, McGraw-Hill Ryerson Canadian Game Cookery, McClelland and Stewart

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	Use professional and local publications to introduce students to recipes covering both types.	Rome at Table, Gourmet Books
B. METHODS OF COOKING The student should be able to:		
1. demonstrate the ability to prepare various ethnic dishes encompassing several nationalities.	Explain that to learn about ethnic cookery is not only to learn how a dish is prepared but why. Point out that recipes were usually invented to make use of everything that grew in the community. Give students opportunity to practice preparation of various ethnic recipes. Have them research professional sources on the ethnic cookery of many nations.	McCall's Introduction to Italian Cooking, McCall Publishing The Cooking of Italy, Time-Life Books Italian Cooking, Weathervane Books The Food of Greece, McClelland and Stewart
C. PROCEDURES FOR SERVING The student should be able to:		
1. recognize the proper serving procedures for a variety of ethnic dishes;	Point out that there exists an intimate interaction of people with nature, and hence with food. Point out that the wide variety of serving procedures often stem from the past, and that procedures displaying the identity of a nationality help	Greek Islands Cooking, Little, Brown The Fine Art of Chinese Cooking, Gramercy Publishing

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	create a proper environment. Use professional and local publications to help students acquire this knowledge.	
2. serve ethnic dishes.	Have students research ways of serving ethnic dishes and use procedures they discover to serve various dishes. Ask students to arrange tours to ethnic restaurants to observe the methods of serving foods. Invite guest speakers from various ethnic groups to discuss and demonstrate the preparation and serving of various ethnic foods. Have students plan and sponsor an ethnic food day for the class or school.	The Joy of Wokking, Yan Can and Company The Complete Book of Japanese Cooking, M. Evans and Coompany Chinese Cuisine, Provincial French Cuisine, Scandinavian Cuisine, Italian Cuisine, Mexican Cuisine (colour filmstrips, cassettes, guides), AIM Educational Aids The Highlanders Cook Book, Gramercy Publishing London at Table, Gourmet Books Food That Really Schmecks, McGraw-Hill Ryerson The Pure Gold of Spain, Jupiter Books Mexican Cooking, Weathervane Books About Dinnertime, Getting It All Together (16 mm colour films), Library, Manitoba Department of Education Food for the World (kit), Library, Manitoba Department of Education

block xiv: vocational practicum (work experience)

BLOCK XIV: VOCATIONAL PRACTICUM (WORK EXPERIENCE) (O)

GENERAL OBJECTIVES: To give students opportunities to appreciate in-school experiences in relation to job situations, and to attain industry-level standards by participating in work experience programs.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
VOCATIONAL PRACTICUM (WORK EXPERIENCE)		
	The objectives of work education must conform both to program goals and to student needs. Teachers must clearly identify their rationale for using work education and communicate their plans to both students and employers.	Guide for the Use of Work Education in Manitoba's Schools, Manitoba Department of Education
The student should be able to:		
1. develop human relations skills by working with people;		Curriculum Consultant for Work Education, Manitoba Department of Education
2. gain a feeling of importance as a result of achievement;		
3. identify and explain factors pertinent to selection of a training station;		

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
4. apply in-school experiences to on-the-job situations; 5. apply job experiences to in-school situations; 6. recognize the significance of evaluation and follow-up for a work experience program.		

block xv: special applications

BLOCK XV: SPECIAL APPLICATIONS (O)

GENERAL OBJECTIVES: To provide students with opportunities to perfect skills, acquire in-depth knowledge, and develop advnced skills through practice, study, and research and through participation in special projects and applications.

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
SPECIAL APPLICATIONS The students and instructor in the Food Services program are to prepare the objectives for this block based upon preferences, needs, and local resources.	This block may be a separate unit of time, or it may be integrated with other blocks in the program. The instruction time in this block may be used in these ways: a) to provide students with opportunities to study a block or several blocks in greater depth (individuals, groups, or the whole class may elect to study area(s) in more detail), OR b) to provide students with the opportunity to research and prepare in-depth reports on an area of interest and/or a new development in food services, OR c) to provide students with the opportunity to create a special food services project,	

TOPICS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	REFERENCES AND SUPPORT MATERIALS
	OR	
	d) to provide students with the opportunity to participate in various combinations of teaching/learning experiences in food services.	

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AUDIO-VISUAL MATERIALS

The following audio-visual materials, published by DCA Educational Products, Warrington, PA 18976, are available from Administration Information Media (AIM) Educational Aids, P. O. Box 86704, North Vancouver, BC V7L 4L2:

1. Colour Transparencies, Instructor's Guide

   a) Food Basics
      i) Group I: Fish and Meat
         - Why Store Fish and Shellfish at Low Temperatures? (FB-1)
         - Choosing, Cleaning and Storing Fish and Shellfish (FB-2)
         - Cooking Fish (FB-3)
         - Why Are Some Cuts of Beef Less Tender? (FB-4)
         - Tenderness and Animal Protein (FB-5)
         - Meat Grades (FB-6)
         - Beef Tenderizing Methods (FB-7)
         - Cooking Meat (FB-8)

      ii) Group II: Fats and Oils
         - Fats and Oils (FB-9)
         - Deep Fat Frying (FB-10)
         - Deep Fat Frying Precautions (FB-11)

      iii) Group III: Eggs and Cheese
         - Choosing Eggs (FB-12)
         - Cooking Eggs (FB-13)
         - Effects of Overcooking (FB-14)
         - Making Cheese (FB-15)
         - Natural and Processed Cheese (FB-16)

      iv) Group IV: Gelatin and Sugar
         - Gelatin (FB-17)
         - Crystallization of Sugar (FB-18)
         - Saturated Solutions and Crystal Formation (FB-19)

      v) Group V: Beverages
         - Coffee Making Principles (FB-20)
         - Making Tea (FB-21)
         - Cocoa and Chocolate (FB-22)

      vi) Group VI: Vegetables and Fruits
         - Why Cook Vegetables? (FB-23)
         - Cooking Vegetables (FB-24)

- Yellow, White, Red, and Green Vegetables (FB-25)
- Salads (FB-26)
- Fruits (FB-27)

vii) Group VII: Bakery Products
- Gluten Formation (FB-28)
- Leavening Agents (FB-29)
- Kneading and Baking (FB-30)
- Biscuits and Muffins (FB-31)
- Pastry and Fruit Pies (FB-32)
- Cream Puffs and Popovers (FB-33)
- Butter Cakes (FB-34)
- Cookies (FB-35)
- Starches (FB-36)
- Gelatinization and Starch (FB-37)
- Rice, Pasta and Cereals (FB-38)

2. Colour Transparencies, Overlays, Instructor's Guide

Food

Group I: How Safe is Our Food?
- Food Protected by FDA (F-1)
- History of Food Laws (F-2)
- Food Contamination Confirmed (F-3)
- Problems in Food Handling (F-4)
- Food Standards and Labels (F-5)

3. Colour Filmstrips, Cassettes, Guide

a) Utensils and Measures (Unit 1)
- Food Preparation Utensils
- Cooking Utensils
- Food Handling Utensils and Measures

b) Knives (Unit 2)
- Sharpening, Handling and Storing Knives
- Using the French Knife and Paring Knife
- Using the Boning Knife and Slicer

c) Tools to Make Food Attractive (Unit 2A)
- Making Fruits and Vegetables Attractive
- Shaping Food with Molds and Cutters
- Decorating a Cake

d) Mixers and Cutters (Unit 3)
- The Mixer
- Mixer Attachments
- The Food Cutter and Vertical Cutter/Mixer

e) Slicers, Servers, and Coffee Makers (Unit 4)
- The Slicer
- The Steam Table and Sandwich Board
- The Coffee Urn and Coffee Maker

f) Cooking Equipment (Unit 5)
- The Stove and Griddle
- The Broiler and Fryer
- Ovens

g) Ethnic Cooking
- Chinese Cuisine (R5700)
- Provincial French Cuisine (R5701)
- Scandinavian Cuisine (R5702)
- Italian Cuisine (R5703)
- Mexican Cuisine (R5704)

The following audio-visual materials are available from the Library, Manitoba Department of Education, 1181 Portage Avenue, Winnipeg, MB R3G 0T3:

1. 16mm Colour Films

- About Dinnertime
- Applying for a Job
- Cafeteria Service
- Careers and Attitudes
- Count Down 4-4-3-2
- Courtesy: Food Service is People Service
- Dining Room Safety
- Dining Room Sanitation
- Eat, Drink, and Be Wary
- Eating on the Run
- Food: Fads and Facts
- Food for Health
- Food for Life
- Getting It All Together
- Great Nutrition Turn On
- Kitchen Knives, Safe and Efficient Use
- Metric Measurement I: Measurement and Why We Need Standard Measurement
- Metric Measurement II: What Is the Metric System and How It Is Used
- Metric System
- Metrics for Measure
- Moving to Metric
- Person to Person: Making Communication Work For You
- Preparing Foods
- Presentation of Food and Beverage
- Salads and Salad Dressing
- Sanitation
- Snacking Garbage in Your Gut
- Table Settings
- Using Standardized Recipes
- Vegetable Preparation
- Why Foods Spoil: Moulds, Yeasts, and Bacteria
- You Are What You Eat

2. Kits

- Beef Information Kit
- Food Additives
- Food for Life: The Basic Four
- Food for the World
- Food: Handle with Care
- Keeping Food Fit: Storing and Freezing
- Marvels of Microwave
- Metrics in the Kitchen
- Nutrition: What's In It For You
- Principles of Meal Planning
- Salads and Salad Dressing
- Seafood Fits Your Budget
- The Economy of Convenience Food
- The Nutrition Series

3. Videorecordings

- Your Guts and You

4. Jackdaws

- You Can Eat Them You Know: Wild Food Plants

The following audio-visual materials are available from National Educational Media, Educational Film Distributors, 285 Lesmill Road, Don Mills, ON M3B 2V1:

1. 16 mm Colour Films, Super 8 mm Videocassettes, Study Guide, Instructor's Guide

- A Cool Head for Salads
- Braising and Stewing
- Broiling

- Cafeteria Service
- Carving the Rib Roast
- Courtesy: Food Service is People Service
- Courtesy: The Inside Story
- Deep Fat Frying
- Dining Room Safety
- Dining Room Sanitation
- Fast Sandwich Making
- Food Purchasing I: General Principles
- Food Purchasing: Let the Buyer Beware
- Give Your Eggs a Break
- How Do You Look When It Counts?
- Kitchen Safety: Preventing Burns
- Kitchen Safety: Preventing Cuts and Strains
- Kitchen Safety: Preventing Falls
- Kitchen Safety: Preventing Fires
- Kitchen Safety: Preventing Machine Injuries
- Mr. Busboy
- Mr. Dish Machine Operator
- Presentation of Food and Beverage
- Preventing Waste
- Receiving and Storing
- Roasting
- Rush Hour Service
- Sandwich Preparation and Presentation
- Sanitation: Rodent and Insect Control
- Sanitation: Rules Make Sense
- Sanitation: Why All the Fuss?
- Short Order Cookery
- Simmering, Steaming, and Poaching
- Table Settings
- Taking the Order
- The Hamburger Sandwich
- Using Standardized Recipes
- Vegetable Preparation

The following audio-visual materials are available from Prentice-Hall Media, 1870 Birchmount Road, Scarborough, ON M1P 2J7:

Colour Filmstrips, Cassettes, Guide, Reproducible Masters

a) Introduction to Baking
   - Ingredients, Equipment, and Measuring
   - Quickbreads

b) Baking: Yeast-Raised Products
   - Yeast-Raised Breads
   - Yeast-Raised Rolls
   - Sweet Yeast-Raised Products

c) Baking: Pastry
   - Pies
   - Puff Pastry and Choux Paste Products

d) Baking: Cakes, Cookies, and Decorations
   - Cakes: Mixing and Baking
   - Cakes: Fillings and Finishes
   - Cake Decorating
   - Cookies

e) Breakfast Cookery
   - Egg Cookery
   - Short-Order Cookery

f) Desserts
   - Milk-Based Desserts
   - Foam-Based Desserts

g) Equipment
- Knives, Tools, and Measuring Devices
- Pots, Pans, and Other Cooking Equipment

h) Meats, Seafood, and Poultry
- Techniques for Meat Cookery
- Techniques for Seafood Cookery
- Techniques for Poultry Cookery

i) Microwave Cooking
- Microwave Energy
- The Microwave Oven
- Microwave Cookware
- Principles and Techniques of Microwave Cooking

j) Quality and Cost Control
- Storing Foods
- The Food Purchasing Process
- Controlling Food Costs
- Following Recipes

k) Salads
- Salads: Types and Preparation
- Salad Dressings

l) Sandwiches
- Sandwiches: Hot and Cold
- Canapes and Hors d'Oeuvres

m) Sanitation and Safety
- Sanitation Sense
- Safety Skills

n) Stocks, Sauces, and Gravies
- Stocks and Thickening Agents
- Sauces and Gravies

o) Table Service
- Table Setting, Bussing, and Sidework
- Taking and Serving an Order

p) Vegetables and Fruits
- Vegetables: Preparation Procedures
- Vegetables: Cooking Methods
- Fruits: Preparation and Use